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ABSTRACT

In Ireland Irish is taught as a second language in all primary schools in English-speaking areas. A form of code cognition approach known as the A.B.C. method was in use in all schools for about forty years prior to the introduction of audiovisual methods between 1965-1970. This report gives the results of a survey carried out among teachers who had certain specified experience in the use of both methods. The 450 teachers included in the final survey were a random sample representative of more than 6,000 teachers. The survey embraced methods, results and teaching materials. Pupil enjoyment and teacher satisfaction appeared to be the major factors influencing the majority which favored using audiovisual methods, while the considerable minority who thought A.B.C. methods better seemed influenced by consideration of the results obtained and of the greater freedom allowed to the teacher. Provision of suitable courses and materials using A.B.C. methods would increase the minority in favor of A.B.C. methods from 31.3% to 43.8%. On the whole audiovisual methods emerge as more acceptable than A.B.C. methods, but the latter are thought to give better results in certain aspects of language teaching. (Author)

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AUDIO-VISUAL METHODS v. A.B.C. METHODS IN THE TEACHING OF IRISH

REPORT

RESULTS OF RESEARCH CARRIED OUT AMONGST TEACHERS OF STANDARDS V AND VI IN NATIONAL SCHOOLS

1975

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AUDIO-VISUAL METHODS v. A.B.C. METHODS IN THE TEACHING OF IRISH

[NÓTA: Tá leagan Gaeilge den tuarascáil seo le fáil ó I.T.É.]

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

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CHAPTER 1

INTRODUCTION

BACKGROUND TO THE RESEARCH

A major change in the methods used for teaching Irish in national (primary) schools in Ireland took place in the past ten years with the introduction of prepared conversation courses and materials, based on audio-visual methods, into all classes in all schools. For more than thirty years prior to the introduction of these audio-visual courses a well-planned and effective aural-oral approach was in general use. That approach was introduced in the early nineteen thirties with the issue of the booklet *NOTES FOR TEACHERS - IRISH*[1] by the Department of Education. The booklet gave explicit instructions as to the methods to be used in the teaching of Irish in national schools and as to the course content to be aimed at in the various classes. The method came to be known to all teachers as the A.B.C. method because it required that three different aspects of the language be catered for specifically in the teaching:

A - language structure,
B - vocabulary,
C - fluency or creative conversation.

From the early 'thirties onward the A.B.C. method was applied consistently in all classes in all national schools. Teachers were fully trained in the method and the inspection system ensured that it was applied. Even though there was a certain amount of integration of the three aspects in actual teaching, teachers and inspectors rarely lost sight of their aims under each separate heading. In fact, school time-tables usually allocated specific times to each aspect: Course A, Course B and Course C. A normal time allocation each week might be : two half-hour periods each to Courses A and B and one half-hour period to Course C.

When the method had been in use for a quarter of a century the Department of Education began a re-assessment of the approach. A committee began work in the Department in the late nineteen fifties on a study aimed at up-dating the A.B.C. approach in the light of the experience gained. Having reached a certain stage in their investigations and deliberations the committee decided that further progress would require certain information which was not then available, namely information on the basic structures, vocabulary and morphology of the Irish language required by learners in the early stages of learning the language. This it was which led to the linguistic study and survey of the spoken Irish language which began in 1962 and culminated in the publication of *BUNTÚS GAEILGE*[2] in 1966.

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1 *Notes for Teachers - Irish:* The Stationery Office, Dublin.

2 *Buntús Gaeilge - Réamhthuarascáil:* Department of Education, Dublin, 1966. (out of print)

The original committee which had been examining the A.B.C. methods was no longer in existence when *BUNTÚS GAEILGE* appeared, but other committees, comprising representatives of teachers and of the Department, with some others, were set up to advise on the content of new Irish courses to be provided, using *BUNTÚS GAEILGE* as a source book and guide to content. These courses were to be based on audio-visual methods, methods which were at the time being actively promoted, especially in France and in the U.S.A. The essence of these methods was that initial teaching of the language should be based on the oral use of the basic structures and vocabulary of the language, presented in natural conversational situations. The method required that some form of visual representation be used to aid understanding and to act as a speech stimulus.

The first audio-visual courses were made available, after testing and modification, to all teachers of junior classes in 1967. Each teacher was provided with the teacher's handbook and with accompanying illustrative material in the form of figurines, which were the type of visual representation decided upon. In succeeding years similar courses and materials, carefully graded for progression, were provided for middle and senior standards. The courses for senior standards, entitled *CÚCHULAINN* and *AN SEANTEACH*, became available in September, 1969 and have been in general use since that time. Figurines to accompany each lesson were also provided, but filmstrips were later provided for teachers who wished to use them and had the facilities to do so. The success of these filmstrips and the demand experienced for them prompted the provision of filmstrips for junior classes also. Tapes of the lessons were also provided for teachers who wished to use them.

During the period 1966 to 1970 short courses and seminars for teachers were held throughout the State to ensure that teachers would be trained in the principles of the audio-visual method and in their application. The aim was that every teacher would have at least some training in the use of audio-visual methods and in the application of the new courses and materials.

While the Department of Education provided only teachers' handbooks and figurines or filmstrips for illustration and recorded tapes of the lessons, reading texts, work books and other reading materials were provided by the various school publishing houses in consultation with the Department. By this means it was ensured that all reading matter for the various age groups would be related to the content of the conversation courses and would contain only the language elements (vocabulary, structures, morphology) occurring in the courses. Thus, pupils would be asked to deal in reading only with those language elements with which they had previously become familiar through the conversation lessons.

THE I.T.É. RESEARCH PROJECT

In 1974, when the new courses had been in use with senior classes for almost five years, Institiúid Teangeolaíochta Éireann decided to undertake a research project to determine the impact which the audio-visual courses and methods had had on the teaching of Irish in the schools. It was considered opportune to do this at the end of five years because teachers would then have had adequate time to test the methods in actual practice, while those teachers who had had experience of the A.B.C. methods would still have a clear recollection of these former methods and of the results achieved by their use. Thus they would be in a good position to make valid comparisons between the two approaches.

/...

By the end of 1974, after certain preparatory work had been completed, I.T.É. was in a position to initiate a major survey amongst teachers to determine the impact of the new courses and teachers' reactions to them. After due consideration it had been decided to confine the survey to teachers between the ages of 35 and 55 years. The lower age-limit was decided upon in order to ensure that no teacher would be included in the survey who did not have at least the possibility of having had reasonable experience of teaching Irish to Standards V or/and VI using both the A.B.C. approach and the audio-visual approach. The upper age limit was introduced because it was felt that a higher proportion of older teachers might have continued to use A.B.C. methods after the audio-visual methods had been introduced. The Department of Education kindly agreed to assist the project by providing the names and addresses of a scientifically selected random sample comprising one third of all teachers in the age-group 35-55 years. There were 6,033 teachers in that age group. In January and February of 1975 a short questionnaire[1] was sent to the teachers in the sample - 1,876 teachers in all - in order to determine how many of them would have had the requisite experience to be able to provide the information to be required in a later questionnaire. The experience specified was that informants should have taught Irish to pupils of Standards V or/and VI for at least two years during the period 1964 - 1969, when the A.B.C. method was in vogue, and also for at least two years during the period 1970 - 1975, when the audio-visual approach was in use. A positive answer would ensure that the teacher in question would have had the possibility of at least two years experience of teaching Irish to Standards V or/and VI by each method during the previous ten years. In fact 553 teachers - 29.5% of the sample - returned themselves as having the necessary experience. The major questionnaire[2] was then sent to those 553 teachers during the late Spring of 1975. A total of 453 teachers replied. The percentage of returns was unusually high - 81.9% - and tribute must be paid to the teachers for their co-operation in the project. In the event it was found that four of the questionnaires could not be included in the analysis of the replies for one reason or other, so that the total number of questionnaires finally processed was 449 or 81.2% of the total number sent out. This likewise, was considered to be very satisfactory.

THE QUESTIONNAIRE

The questionnaire was a formidable document of 22 pages containing 74 questions, some of which had more than one section. The entire document was in the Irish language and no English translation was supplied. The questionnaire was divided into eleven sections, as follows:

A. Information about the informant: age, background, qualifications, experience, etc.
B. Information about the school in which most experience of teaching by the new method was gained.
C. Informant's opinion as to present standards of Irish in Standards V/VI.
D. Informant's opinion as to the relative merits of A.B.C. methods and audio-visual methods in general.
E. Specific information about the audio-visual courses and the adequacy or suitability of the subject matter contained in the books *CÚCHULAINN* and *AN SEANTEACH*.
F. Informant's application of and opinions about the various teaching steps and their content in the courses *CÚCHULAINN* and *AN SEANTEACH*.
G. Information as to the tapes of lessons provided and their use.
H. Information as to the figurines supplied and their use.
I. Information as to the filmstrips supplied and their use.
J. Information as to the comparative merits of figurines, filmstrips and other pictures.
K. General recommendations for the improvement of the courses and teaching methods.

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[1] See Appendix II

[2] See Appendix III

CHAPTER II

THE INFORMANTS

While 449 completed questionnaires were included in the analysis, it will be understood that not all informants replied fully or correctly to every question or section of a question. Besides, informants sometimes found that questions or parts of questions were not applicable to their particular situation. Hence, as will be seen from some of the tables, certain statistics or conclusions set out below may have been based on tables of less than 449.

BACKGROUND INFORMATION ON INFORMANTS

Table 1 provides information as to the age and sex of informants.

Table 1

Breakdown of sample by age and sex

Sex \ Age	35-40 yrs.	41-45 yrs.	46-50 yrs.	51-55 yrs.	All informants
Males	62.0%	61.8%	65.4%	55.6%	61.3%
Females	38.0%	38.2%	34.6%	44.4%	38.7%
Total respondents→	137	+ 131	+ 78	+ 90	= 436

The preponderance of male informants arises from the fact that the survey was confined to teachers who had experience of teaching Standards V or/and VI. In the case of smaller schools this task usually falls to the principal teacher, and the practice in the past has been that in the case of boys' schools and mixed schools having more than one teacher, the principal teachers are men. Thus, since a preponderance of schools are boys' or mixed schools in the category two to five teachers, a preponderance of informants are men.

The unequal distribution over the age groups is a result of varying rates of teacher recruitment over the years and of normal wastage due to retirals and deaths.

Table 2 is a breakdown of informants by home linguistic and secondary school backgrounds and shows the percentages who have been influenced by differing linguistic influences in early life.

Table 2

Breakdown of sample by childhood home language and language medium of secondary school attended

Childhood home language of informants / Type of secondary school	Preparatory college	Other all-Irish school	Some subjects taught through Irish	All subjects taught through English	All informants
English entirely	43.8%	71.5%	71.7%	92.1%	64.4%
More English than Irish	17.3%	17.1%	23.2%	6.3%	17.0%
Both languages equally	9.9%	3.3%	1.0%	1.6%	4.9%
More Irish than English	11.7%	4.9%	2.0%	0.0%	6.0%
Irish entirely	17.3%	3.3%	2.0%	0.0%	7.6%
Total respondents ⟶	162	+ 123	+ 99	+ 63	= 447

The comparatively high proportion of informants who had all-Irish or part-Irish family backgrounds (35.5%) is partly explained by the considerable numbers of Gaeltacht students who were recruited to the teaching profession through the preparatory colleges during the second quarter of this century, and also by the fact that since training colleges during the relevant period were Irish-medium institutions students with a good Irish-language background tended to gravitate to training colleges rather than to universities. In regard to the large numbers of informants who claimed to have attended Irish-medium secondary schools other than preparatory colleges, a glance at the Annual Reports of the Department of Education for the relevant period will show that a very considerable proportion of secondary schools were all-Irish-medium schools or partly-Irish-medium schools during that time.

The Irish language qualifications of informants are shown in Table 3.

Table 3

Highest Irish Language Qualifications of Informants

Highest Qualification in Irish	Number	Percentage
"Teastas Gaeilge" or lower qualification	9	2.0%
Bilingual Certificate or Final T.C. examination	347	77.2%
University Degree, Pass level, in Irish	66	14.7%
"Ardteastas" of the Department of Education	20	4.5%
Honours University Degree in Irish or Postgraduate Degree	7	1.5%
Total respondents →	449	100.0%

Some clarification of the distinction between "Teastas Dá-theangach" and "Training College Final Examination" is necessary. Formerly the "Teastas Dá-theangach" was awarded to two types of teachers:

(i) Teachers who had passed the Final Training College examination and had achieved a sufficiently high mark in the oral and written Irish tests in that examination.

(ii) Untrained teachers who took a special oral and written examination - not that referred to in (i), but one of a somewhat similar linguistic standard - and achieved a sufficiently high mark in that examination.

In more recent years all students who succeeded in the Final Training College examination were considered to be adequately qualified in Irish and the "Teastas Dá-theangach" was discontinued. It may be taken, therefore, that these two examinations, the "Teastas Dá-theangach" and the Final Training College Examination, now rank equally as the normal Irish language qualification recognised as being the minimum qualification for recognition as a national teacher competent to teach in an ordinary national school.

"Ardteastas na Roinne Oideachais" is a special certificate awarded by the Department of Education to national teachers who volunteer to undergo a written and oral examination which is of a higher standard than the former "Teastas Dá-theangach". A very competent knowledge of the spoken and written language, and a good knowledge of literature in the Irish language, are required in order to obtain the "Ardteastas".

TEACHING EXPERIENCE

The average length of teaching experience of all informants was 22 years. This average is consistent with the ages of informants and the normal age at which teachers qualify. The average length of informants' experience of teaching Standards V/VI was 17 years, of which 12 years were experience of using A.B.C. methods in teaching Irish and 5 years were experience of using audio-visual methods. These figures all conform to the expected pattern.

A considerable proportion of the informants, 62.4%, had received all their teaching experience in one school, the remainder, 37.6%, having changed schools once or more often. These figures are important, because one might expect that evaluations made by respondents who had gained all their experience in the same school would be more informative than those made by respondents who had served in more than one school. Since informants were asked to base their opinions on the experience of the preceding ten years, the percentage of informants who had not changed schools during that period also assumes importance. In fact 74.1% of informants claimed to have received their experience of audio-visual methods in the same schools in which they had had experience of A.B.C. methods during the past ten years.

As to the remainder, the 25.9% who had received their experience of audio-visual methods in schools other than those in which they experienced the use of A.B.C. methods, that percentage is broken down as follows:

Experience of audio-visual methods received in schools of equal educational standard	18.3%
Experience of audio-visual methods received in schools of higher educational standard	5.5%
Experience of audio-visual methods received in schools of lower educational standard	2.1%

It would appear, therefore, that 92.4% of informants made their comparisons of methods, results and other changing situations on the basis of experience gained in one school or in schools of equal educational standards. Only 7.6% of informants based their conclusions on "unequal" experience. These differences will be taken into account in analysing certain of the conclusions drawn later in this Report.

INFORMANTS' ATTITUDES TO IRISH IN SCHOOLS

It was considered advisable to have information available as to informants' attitudes to the teaching of Irish to pupils in general in schools in order that any possible relationship between such attitudes and evaluation of courses and methods might be investigated. Accordingly informants were asked to state their attitudes to the teaching of Irish to pupils in primary schools generally.

Table 4

General attitudes to the teaching of Irish to primary school pupils by informants' childhood home language

Attitudes to Irish in school / Childhood home language	English only	More English than Irish	Both languages equally	More Irish than English	Irish only	All informants
Very favourable	42.9%	57.9%	59.1%	66.7%	70.6%	49.8%
Favourable	50.5%	36.8%	31.8%	29.6%	20.6%	43.7%
Neutral	3.8%	2.6%	9.1%	3.7%	5.9%	4.0%
Against	2.1%	1.3%	0.0%	0.0%	2.9%	1.8%
Strongly against	0.7%	1.3%	0.0%	0.0%	0.0%	0.7%
Total respondents ⟶	287	+ 76	+ 22	+ 27	+ 34	= 446

The percentage of informants who are very favourable to the teaching of Irish to primary school pupils generally increases with the informants' increasing exposure to the Irish language in the childhood home environment, but the small percentages of informants who are neutral or against the inclusion of Irish in the curriculum does not appear to be significantly affected by home linguistic background.

Table 5 gives a similar analysis by types of secondary school attended by informants.

Table 5

General attitude to the teaching of Irish to primary school pupils by type of secondary school attended

Attitudes to Irish in school / Type of secondary school	Preparatory College	Other all-Irish school	Some subjects taught through Irish	All subjects taught through English	All informants
Very favourable	57.1%	51.2%	46.9%	33.9%	50.0%
Favourable	36.6%	44.7%	45.9%	56.5%	43.7%
Neutral	4.3%	2.4%	5.1%	3.2%	3.8%
Against	1.2%	1.6%	2.0%	3.2%	1.8%
Strongly against	0.6%	0.0%	0.0%	3.2%	0.7%
Total respondents ⟶	161	+ 123	+ 98	+ 62	= 444

Here again the most noticeable variation is in the category "very favourable", in which category the proportion of informants decreases significantly with decreases in the degree to which Irish was used in the secondary school attended. The highest proportion of informants "neutral" or "against" (9.6%) is also found amongst those who were taught all subjects through the medium of English.

Since about 93.5% of all informants were either very favourable or favourable to the teaching of Irish in national schools it would be inadvisable to base any significant conclusions on the opinions or assessments put forward by the remaining 6.5% who were either neutral or against the idea, since the number of informants in these categories is so small.

TRAINING IN THE USE OF AUDIO-VISUAL METHODS

During the late nineteen sixties when the new methods and courses were being introduced into schools special conferences and courses were arranged to enable teachers to receive instruction in their use. One-day seminars were held throughout the country, but certain longer courses were also arranged. Younger teachers received training in the use of the new methods in their ordinary training courses.

Table 6 shows the extent to which training courses were availed of. Any possible connection between attendance at such seminars or courses and informants' attitudes to the language in schools can be seen from the table.

Table 6

General attitudes to the teaching of Irish to primary school pupils by amount of time spent attending courses on audio-visual methods.

Duration of course(s) \ Attitude to Irish in schools	Very favourable	Favourable	Neutral	Against	Strongly against	All informants
No course attended	5.4%	3.6%	11.8%	12.5%	0.0%	5.0%
One day or part of one day	44.8%	49.5%	58.8%	62.5%	33.3%	47.6%
Two to five days	33.5%	36.6%	17.6%	25.0%	33.3%	34.1%
Six to ten days	6.8%	5.2%	0.0%	0.0%	33.3%	5.9%
More than ten days	9.5%	5.2%	11.8%	0.0%	0.0%	7.4%
Total respondents →	221	+ 194	+ 17	+ 8	+ 3	= 443

While it would appear that a slightly higher percentage of informants "neutral" or "against" in their attitude to Irish did not attend any training course, informants' attitudes did not appear to have had any great overall influence on such attendance.

Table 7 shows informants assessment of the adequacy of the training they have received in the use of audio-visual methods.

Table 7

Satisfaction with training courses provided in audio-visual methods by duration of attendance at such courses.

Satisfaction with training provided \ Duration of course(s)	No courses attended	One day or part of one day	2-5 days	6-10 days	More than 10 days	All informant
Adequate	15.8%	21.7%	22.4%	34.6%	50.0%	24.8%
Reasonably satisfactory	42.1%	37.7%	53.7%	46.2%	34.4%	43.6%
Inadequate	42.1%	40.6%	23.8%	19.2%	15.6%	31.8%
Total respondents →	19	+ 207	+ 147	+ 26	+ 32	= 431

It will be noted that the number of days special training received has a direct bearing on informants' satisfaction or otherwise with such training, but also that almost one third of all informants consider that they are inadequately trained in the use of audio-visual methods.

CHAPTER III

SCHOOLS ON WHICH THE SURVEY IS BASED

Informants were asked to give certain details in respect of the school in which they had gained most experience of teaching Standards V or/and VI by audio-visual methods, the implication being that their evaluations and assessments of those methods would be based mainly on that experience and would be influenced by the type of school in question. Table 8 shows the sizes of those schools by the numbers of teachers employed. Statistics as to enrolment of pupils are also available, but since enrolment and staffing are directly and fixedly related it is not felt necessary to publish tables showing enrolments.

Table 8

Breakdown of schools by number of teachers

Numbers of teachers in school	Number	Percentage
One teacher	26	5.9%
Two teachers	155	35.1%
Three or four teachers	111	25.2%
Five to nine teachers	81	18.4%
Ten to fourteen teachers	31	7.0%
Fifteen to nineteen teachers	19	4.3%
Twenty teachers or more	18	4.1%
Total respondents →	441	100%

Two factors were considered as possibly having an important bearing on standards of Irish achieved in schools and as, therefore, having a possible influence on some aspects of teachers' assessments of the Irish courses and methods. These factors were

(a) social backgrounds

and (b) linguistic backgrounds

of the majority of pupils of the schools. Accordingly each informant was asked to state the social and linguistic backgrounds of the majority of the pupils of the school on which he proposed to base his judgements. Tables 9 and 10 sumarise the information so obtained.

Table 9

Social background of the majority of the pupils of the schools on which assessments of the courses are based

Type of area and social class of majority of pupils	Number	Percentage
Rural area, mixed social classes	222	49.8%
Rural or village, mixed social classes	110	24.7%
City or large town, mixed social classes	51	11.4%
City or large town, working-class	38	8.5%
City or large town, middle-class	25	5.6%
Total respondents →	446	100%

Table 10

Linguistic background of the majority of the pupils of the schools on which assessments of the courses are based

Linguistic background of pupils	Number	Percentage
Galltacht completely apart from Gaeltacht	393	87.7%
Galltacht close to Gaeltacht	28	6.3%
Breac-Ghaeltacht	17	3.8%
Fíor-Ghaeltacht	7	1.6%
Irish environment within Galltacht	3	0.7%
Total respondents→	448	100%

The small number of schools (3) in the Galltacht of which the pupils are said to have an Irish language background are all-Irish schools whose pupils are drawn mainly from families which are Irish speaking or which specially favour the Irish language.

Another factor which might possibly influence informants' evaluation of certain aspects of the courses was thought to be the internal organisation of the standards in their schools. A teacher having only Standard VI to deal with, for example, might react

differently to the courses and methods as compared with a teacher who might have to combine Standards IV, V and VI in the teaching. Table 11 shows the class groupings as found to be in operation.

Table 11

Class groupings in operation in the schools for the teaching of Irish conversation to Standards V or/and VI

Grouping system in operation	Number	Percentage
Standards V and VI are taught together	275	61.8%
Standards V and VI are taught separately	126	28.3%
Standards V and VI are taught together with junior class(es)	33	7.4%
Standard V is with lower class(es) and Standard VI is alone	9	2.0%
Standard V is taught with lower class(es) and class VI is taught with standards other than class V	2	0.5%
Total respondents→	445	100%

It will be noticed that 90.1% of informants gained their experience of the courses while teaching homogeneous groups containing only pupils of Standards V or/and VI, while 9.9% gained their experience with less homogeneous groups.

CHAPTER IV

IRISH IN THE SCHOOLS

TIME ALLOCATED TO IRISH

Informants were asked to state the amount of time allocated to the teaching of Irish in the schools on which their estimation of the courses and methods was based. Table 12 gives some indication of the situation.

Table 12

Time each week allocated to the teaching of Irish in schools

Weekly time allocation to Irish	Numbers of schools	Percentages
Less than 1 hour	0	0.0%
1 - 2 hours	4	0.9%
2 - 3 hours	6	1.4%
3 - 4 hours	13	3.0%
4 - 5 hours	36	8.4%
5 - 6 hours	205	47.9%
More than 6 hours	164	38.3%
All respondents ⟶	428	100%

The average weekly time spent on the teaching of Irish in Standards V/VI in the 428 schools in respect of which such information was provided was in fact 336 minutes. Working on the assumption that schools operated on the basis of the normal five hour per day time-table, which included one half hour daily of recreation and one half hour daily devoted to religious instruction, the following percentages indicate the proportions of school time devoted to the teaching of Irish in the senior classes of the schools in question:

22% of normal school time;

25% of all teaching time;

28% of secular instruction time.

These percentages are much less than the 42% put forward by Macnamara in 1966[1], but Macnamara appears to have based his calculations on the time allocated in 96 schools to Irish in all standards, from infants up to sixth standard.

The 336 minutes devoted to the teaching of Irish appears to have been allocated on average to the different aspects of the teaching as follows: conversation 151 minutes (45%), reading 98 minutes (29%) and writing 86 minutes (26%).

Tables 13 and 14 show the average time given to the teaching of Irish, and of the different aspects of Irish, in the schools and how these averages vary with school size and linguistic background.

Table 13

Average weekly time (in minutes) given to different aspects of formal teaching of Irish by size of school (based on number of teachers)

Aspects of Irish \ Number of teachers	1 Teacher	2 Teachers	3 or 4 Teachers	5 to 9 Teachers	10 to 14 Teachers	15 to 19 Teachers	20 and over Teachers	Average for all informants
Irish in general	342	339	333	330	355	318	331	336
Irish conversation	132	148	154	155	157	151	161	151
Irish reading	97	96	100	94	116	92	106	98
Irish writing	113	95	79	77	78	72	64	86
Total respondents →	25	+ 150	+ 107	+ 77	+ 30	+ 18	+ 17	= 424

It would appear that teachers in one-teacher schools devote substantially the same amount of time to the teaching of Irish as do teachers in other schools, but that more of that time is given to written Irish and less to the teaching of Irish conversation. This is understandable, since teachers in one-teacher schools normally have to teach oral lessons to three different class groupings, whereas teachers in other schools may have only one or two such groupings.

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[1] *Bilingualism and Primary Education:* John Macnamara; University Press, Edinburgh (1966).

Table 14

Average weekly time (in minutes) given to different aspects of formal teaching of Irish by linguistic background of the majority of the pupils

Aspects of Irish / Language background of majority of pupils	Galltacht completely apart from Gaeltacht	Galltacht close to Gaeltacht	Breac-Ghaeltacht	Fíor-Ghaeltacht	Irish environment within the Galltacht	Average for all informan
Irish in general	334	328	364	397	370	336
Irish conversation	151	143	164	129	150	151
Irish reading	98	96	107	124	110	98
Irish writing	85	82	93	109	100	86
Total respondents →	380	+ 22	+ 16	+ 7	+ 3	= 428

TEACHING THROUGH IRISH

The instructions given to teachers in the handbooks *CÚCHULAINN* and *AN SEANTEACH* are specific in pointing out that the effective application of the audio-visual method in teaching Irish requires that some subjects other than Irish itself be taught through the medium of Irish. Information as to the extent to which this is done was sought in the survey. Table 15 shows in detail in respect of every school subject the number of schools in which teaching through Irish is carried out, and to what degree, the schools being designated in the table by the linguistic backgrounds of the majority of their pupils. This information is given in full because it is considered to be an important record of the situation existing at the time of the survey.

Table 15

The language(s) used in the teaching of the different subjects in the schools by language background of the majority of the school pupils

Language(s) used in teaching every subject	Language backgrounds of majority of school pupils	Galltacht entirely apart from Gaeltacht	Galltacht not entirely apart from Gaeltacht	Breac-Ghaeltacht	Fíor-Ghaeltacht	Irish background in the Galltacht[1]
RELIGION	All Irish	2	0	0	5	2
	More Irish	0	0	1	0	0
	Half and half	0	0	1	0	0
	More English	9	0	0	0	0
	All English	377	28	15	2	0
		388	28	17	7	2
MATHEMATICS	All Irish	2	0	3	6	2
	More Irish	0	1	1	0	0
	Half and half	1	0	3	1	1
	More English	14	1	1	0	0
	All English	371	26	9	0	0
		388	28	17	7	3
ARTS and CRAFTS	All Irish	2	0	3	6	2
	More Irish	3	0	1	0	0
	Half and half	20	1	4	1	1
	More English	54	4	2	0	0
	All English	293	20	7	0	0
		372	25	17	7	3

[1] For example, all Irish schools in the Galltacht catering for children mainly from Irish-speaking families.

Table 15 (continued)

Language(s) used in teaching every subject	Language backgrounds of majority of school pupils	Galltacht entirely apart from Gaeltacht	Galltacht not entirely apart from Gaeltacht	Breac-Ghaeltacht	Fíor-Ghaeltacht	Irish background in the Galltacht [1]
SOCIAL AND ENVIRONMENTAL STUDIES	All Irish	2	0	2	6	2
	More Irish	1	0	2	0	0
	Half and half	10	1	4	1	1
	More English	46	3	1	0	0
	All English	324	22	8	0	0
		383	26	17	7	3
HISTORY	All Irish	2	0	2	6	2
	More Irish	0	1	2	0	0
	Half and half	3	0	4	0	1
	More English	24	2	0	1	0
	All English	357	25	9	0	0
		386	28	17	7	3
CITIZENSHIP	All Irish	1	0	2	5	2
	More Irish	0	0	2	0	0
	Half and half	8	1	4	0	1
	More English	17	3	1	0	0
	All English	318	17	6	0	0
		344	21	15	5	3
GEOGRAPHY	All Irish	2	0	3	6	2
	More Irish	2	1	1	0	0
	Half and half	5	0	4	1	1
	More English	54	2	1	0	0
	All English	323	25	8	0	0
		386	28	17	7	3

[1] For example, all Irish schools in the Galltacht catering for children from Irish-speaking families.

Table 15 (continued)

Language(s) used in teaching every subject	Language backgrounds of majority of school pupils	Galltacht entirely apart from Gaeltacht	Galltacht not entirely apart from Gaeltacht	Breac-Ghaeltacht	Fíor Ghaeltacht	Irish background in the Galltacht[1]
SINGING	All Irish	8	1	3	6	2
	More Irish	13	3	3	0	0
	Half and half	102	5	6	1	1
	More English	129	7	3	0	0
	All English	126	12	2	0	0
		378	28	17	7	3
PHYSICAL EDUCATION	All Irish	4	1	3	5	2
	More Irish	0	0	1	0	0
	Half and half	27	4	2	0	1
	More English	89	5	1	0	0
	All English	220	13	5	0	0
		340	23	12	5	3

Information about the languages used in teaching the various subjects is given in more concise percentage form in Table 16.

[1] For example, all Irish schools in the Galltacht catering for children mainly from Irish-speaking families.

Table 16

Language used in the teaching of various subjects to standards V or/and VI

Subject	Percentage of schools teaching that subject					Total respondents
	Entirely through Irish	More Irish than English	Both languages equally	Less Irish than English	Entirely through English	
Religion	2.0%	0.2%	0.2%	2.0%	95.5%	443
Mathematics	2.9%	0.5%	1.4%	3.6%	91.7%	444
Art/Crafts	3.1%	0.9%	6.4%	14.1%	75.5%	425
Environmental studies	2.8%	0.7%	4.0%	11.4%	81.2%	437
History	2.7%	0.7%	1.8%	6.1%	88.7%	442
Civics	2.6%	0.5%	3.6%	5.4%	87.9%	389
Geography	2.9%	0.9%	2.5%	12.9%	80.8%	442
Music	4.6%	4.4%	26.5%	32.0%	32.5%	434
Physical Ed.	3.9%	0.3%	8.9%	24.7%	62.2%	384

It will be noted from the tables above that Religion is the subject least likely to be taught through Irish, and that even two of the seven Gaeltacht schools appear to use English for that purpose. Four schools in Galltacht areas taught Religion through Irish, those being all-Irish-medium schools. If those four schools be excluded, it would appear that no subject is taught wholly through Irish in Galltacht schools except Singing (7 schools) + Physical Education (3 schools). It will be noted that of the 17 schools situated in the Breac-Ghaeltacht only two or three taught all subjects (excluding Religion) wholly through Irish, instruction in the remainder being mixed-medium instruction to varying degrees.

Apart from the schools and subjects just mentioned there would appear to be very little teaching through Irish in schools other than the 6.1% of schools with Gaeltacht, Breac-Ghaeltacht or all-Irish backgrounds.

An interesting sidelight deducible from Table 16 though not relevant to this Report is that, judging by the numbers of informants who omitted to answer the questions relating to those subjects, considerable numbers of schools do not provide any instruction in Physical Education or in Civics.

The extent to which Irish is used as a teaching medium in schools for subjects other than Irish is also shown in Table 17, which summarises the replies to a question as to the time devoted to Irish-medium teaching in the schools.

Table 17

Time per week devoted to teaching subjects other than Irish through Irish

Time given per week to teaching subjects other than Irish through Irish	Number	Percentage
No subject (except Irish) is taught through Irish	159	36.3%
Less than 2 hours per week	225	51.4%
Between 2 and 4 hours per week	30	6.9%
Between 4 and 6 hours per week	3	0.7%
Between 6 and 8 hours per week	5	1.1%
Between 8 and 10 hours per week	0	0.0%
Between 10 and 12 hours per week	3	0.7%
Every subject (except English) is taught through Irish	13	3.0%
Total respondents ⟶	438	100%

The above table confirms the conclusions that only in a small number of Gaeltacht and all-Irish-medium schools is any considerable time given to teaching subjects through the medium of Irish. In view of the importance of Irish-medium teaching as an adjunct to the use of audio-visual methods of teaching the language this situation cannot be considered satisfactory. Opinions of informants were sought as to whether there had been deterioration or improvement in this regard during the past ten years. The results are given in Table 18.

Table 18

Perceived changes in the extent to which Irish is used in the teaching of subjects other than Irish over the past 10 years by informants who have not changed schools during that period and by total sample

Perceived change in use of Irish	Informants who did not change schools	Total sample
A great decrease in the use of Irish	9.4%	9.0%
A decrease in the use of Irish	21.0%	21.7%
There has been no change	63.8%	61.8%
An increase in the use of Irish	5.8%	6.7%
A great increase in the use of Irish	0.0%	0.9%
Total respondents ⟶	276	434

It will be noted that there is no significant difference between the conclusions of the two groups. Approximately 30% agreed that there was a decrease in the use of Irish, while only 6% - 7% thought there had been an increase; 62% - 64% thought there had been no change.

REASONS FOR CHANGES AS TO IRISH AS A TEACHING MEDIUM

Informants who thought there had been a change in the extent to which Irish is used as a teaching medium were asked to give what they thought were reasons for such change. Of the 33 informants who thought there had been an increase 31 gave reasons for such increase. Those reasons are summarised in Table 19.[1]

Table 19[1]

Reasons for increase perceived in use of Irish as a medium for teaching other subjects during the past ten years.

Reasons	Number of informants
The influence of the new Irish courses and new teaching methods	19
Teachers' changed attitudes or improved command of Irish	7
Greater regard for Irish generally at present	5

Of the 133 who thought there had been a decrease in the use of Irish as a teaching medium 126 gave reasons for their opinions. These reasons are summarised in Table 20.

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[1] In Table 19, and similar tables following, numbers rather than percentages are given. This is because informants were invited to give more than one reason if they so wished. Only reasons which were put forward by five or more informants have been included in such tables, all of which are marked with an asterisk (*).

Table 20 *

Reasons for decrease perceived in use of Irish as a medium for teaching other subjects during the past ten years.

Reasons	Number of informants
General lack of enthusiasm for Irish on the part of the public generally, parents etc.	32
Influence of the new primary school curriculum	25
Impact of the new Irish courses and teaching methods	16
Difficulties of teaching through Irish or greater ease of teaching through English	16
General lack of texts and books in Irish	15
Less emphasis on Irish in post-primary schools	13
Less enthusiasm for Irish or dissillusionment among teachers	10
Younger teachers consider it sufficient to teach Irish as a subject	7
The abolition of examinations at primary school level	7
Lack of interest in Irish on the part of pupils	7
Influence of television	7
Classes too large in schools	6
Decrease in use of Irish as a communication medium in schools	5
Less emphasis by Inspectors on Irish	5

Informants were almost equally divided in their estimation of the part played by the new Irish courses and teaching methods in producing change in this aspect, but in neither case is the number sufficiently large to be conclusive. Public attitudes generally and the influence of the new school curriculum appear to be the factors thought to have had most adverse effects on the use of Irish as a teaching medium. Difficulty, lack of textbooks and changed approaches in post-primary schools were also thought to have been significant factors.

IRISH AS A MEDIUM OF COMMUNICATION

In order to achieve the best results from the use of audio-visual methods teachers have been advised that they should also take every opportunity to use Irish as a medium of communication with pupils outside the classroom teaching situation. The extent to which this is done may be judged from Tables 21 and 22.

Table 21

Use of Irish as a medium of communication between teachers and pupils outside formal teaching situations by childhood home language of informants

Frequency of use for communication / Childhood home language	English only	More English than Irish	Both languages equally	More Irish than English	Irish only	All informants
Always/frequently	11.9%	18.4%	14.3%	30.8%	26.5%	15.4%
"Half and half"	37.4%	44.7%	57.1%	34.6%	35.3%	39.3%
Seldom/never	50.7%	36.8%	28.6%	34.6%	38.2%	45.3%
Total respondents →	286	+ 76	+ 21	+ 26	+ 34	= 443

It would appear that the practice of using Irish as a medium of normal communication in schools is not nearly as widespread as would be desirable, since 45.3% of all informants claim to use it for that purpose "seldom" or "never". It is also apparent that teachers whose own childhood home language was "Irish only" or "more Irish than English" are more inclined to use Irish as a normal medium of communication in their schools than are those in other categories, although the fact that 38.2% of native speaking informants "seldom" or "never" do so is disturbing.

Table 22

Use of Irish as a medium of communication between teachers and pupils outside formal teaching situations by language background of majority of school's pupils

Amount of Irish used / Pupils' language background	Galltacht distant from Gaeltacht	Galltacht not too distant from Gaeltacht	Breac-Ghaeltacht	Fíor-Ghaeltacht	Irish background in Galltacht [1]	All informants
Always/frequently	11.4%	10.7%	70.6%	100.0%	66.7%	15.4%
"Half and half"	41.3%	35.7%	23.5%	0.0%	0.0%	39.4%
Seldom/never	47.3%	53.6%	5.9%	0.0%	33.3%	45.2%
Total respondents →	387	+ 28	+ 17	+ 7	+ 3	= 442

Here again the proportion of schools in the Galltacht using Irish as a medium of communication always or frequently is very disappointing, while the fact that only 70.6% of schools in the Breac-Ghaeltacht, compared with 100% in the Fíor-Ghaeltacht, do so is also a cause for concern. It will be noticed that schools in Galltacht areas distant from the Gaeltacht are slightly better than schools in Galltacht areas not too distant from the Gaeltacht in regard to their use of Irish as a medium of communication.

Table 23 shows the response to a query as to whether there had been a decrease or an increase in the use of Irish as a medium of communication in schools during the past ten years.

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[1] such as all-Irish medium school.

Table 23

Changes with regard to the use of Irish for communication purposes between teachers and pupils outside formal teaching during the past ten years

Extent of change	Number	Percentages
A great decrease in the use of Irish	16	3.6%
A decrease in the use of Irish	100	22.8%
No change in the past ten years	272	62.0%
An increase in the use of Irish	50	11.4%
A great increase in the use of Irish	1	0.2%
Total respondents ⟶	439	100%

While 62.0% of respondents thought there had been no change, the majority of those who considered that there had been a change believed that there had been a reduction (26.4%) rather than an increase (11.6%). Of the 51 informants who thought there had been an increase in the use of Irish as a medium of communication between teachers and pupils outside the formal teaching situation 49 gave reasons for the increase. These reasons are summarised in Table 24.

Table 24*

Reasons for increase perceived in use of Irish as a medium of communication in schools during the past ten years.

Reasons	Number of informants
Influence of teachers or of a particular teacher	18
Impact of the new Irish courses and teaching methods	17
Present day pupils have a better knowledge of Irish	9
Teachers and pupils like the language	5

A total of 116 informants thought there had been a decrease in the use of Irish as a medium of communication and 110 of these gave reasons for the change as shown in Table 25.

Table 25*

Reasons for decrease perceived in use of Irish as a medium of communication in schools during the past ten years

Reasons	Number of informants
General lack of interest in Irish on the part of the public, parents etc.	21
Pupils' lack of command of spoken Irish	20
Decreased emphasis on Irish generally	19
Teacher changes in school (deaths, transfer, young appointees etc.)	15
General lack of interest among teachers	13
Influence of new primary school curriculum	13
Impact of the new Irish courses and teaching methods	13
Attitudes, policies and reduced interest shown by the Department of Education and its inspectors	10
Teachers now have a lesser command of spoken Irish	9
Lack of interest in Irish on the part of pupils	8
The social environment generally outside school (television etc.)	5

There is little in Tables 24 and 25 that calls for comment other than the fact, perhaps, that a very slight majority rates the new Irish courses as having a benefical rather than a retarding effect on the extent to which Irish is used as a medium of communication. This majority, however, is not significant.

GENERAL STANDARDS OF PROFICIENCY IN IRISH

Informants were asked to give their estimation of the command of Irish achieved by pupils having completed Standards V or/and VI at present, compared with the standards attained by pupils of the same age ten years ago. It was felt necessary to advert to age because there has been a tendency for children to complete their term in primary school, and hence in Standards V or/and VI, at an earlier age in recent years. The answers to the question are summarised in Table 26 which gives an analysis of the replies of all informants and of informants who have not changed schools over the past 10 years.

Table 26

Change perceived in the standard of Irish attained by pupils of Standards V or/and VI at present compared with standard reached by pupils of the same age ten years ago

Change perceived	Informants who did not change schools	All informants
Standard better or much better now	39.6%	39.0%
No change	13.3%	12.8%
Standard worse or much worse now	47.1%	48.2%
Total respondents →	278	446

Opinions of the whole group are not significantly different from those of the informants who did not change schools, but it will be noticed that almost half of the respondents are of opinion that a deterioration has taken place, while only about 40% think there has been improvement.

Those who thought there had been change during the specified period were asked to give reasons for such change. Their answers are analysed in the two tables following.

Table 27 summarises the reasons put forward by the 174 informants who thought there had been improvement in the standard of Irish.

Table 27*

Reasons for improvement perceived in the standard of Irish attained by pupils of Standards V or/and VI now compared with pupils of the same age ten years ago

Reasons	Number of informants
The new Irish courses for primary schools	144
The new national school curriculum	96
The discontinuation of the Primary Certificate Examination	62
Changed emphasis on Irish in junior classes	49
Changes with regard to the amount of Irish being used as the normal language of communication in school	33
Changes as to General Inspections of teachers' work or as to the form of General Report furnished.	27

Continued/

Table 27 (continued)

Reasons given	Number of informants
Changes with regard to the amount of time being given to formal teaching of Irish	26
Changes with regard to the amount of teaching through Irish being undertaken in schools	16
Pupils are younger today than formerly in Standards V/VI	10
External causes outside school	10
The new audio-visual aids generally	8
The new emphasis on conversation	8
The use of certain books other than *Cúchulainn/An Seanteach*	7
There is continuity now from junior to senior classes	5
The enjoyment of learning by the pupils	5

Table 28 summarises the reasons put forward by the 215 informants who thought there had been deterioration in the standard of Irish.

Table 28*

Reasons given for deterioration perceived in the standards of Irish attained by pupils in Standards V or/and VI now compared with standard attained by pupils of the same age ten years ago

Reasons given	Number of informants
Pupils are younger today then formerly in Standards V/VI	135
The new national school curriculum	132
The new Irish courses for primary schools	116
External causes outside school	110
Changes with regard to the amount of Irish being used as a normal language of communication in school	73
The discontinuation of the Primary Certificate Examination	72
Changed emphasis on Irish in junior classes	58
Changes with regard to the amount of teaching through Irish being undertaken in schools	57
Changes with regard to the amount of time being given to formal teaching of Irish	55

Continued/

Table 28 (continued)

Reasons given	Number of informants
Changes as to General Inspections of teachers' work or as to the form of General Report furnished	16
General lack of interest in Irish among the public, parents etc.	13
General lack of interest in Irish among teachers	13
The effects of television generally	7
Grammar is being ignored today	7
Irish is no longer necessary for examination purposes	6
Post-primary schools do not teach enough Irish nor do their teaching methods complement those of the primary schools	5
Insufficient experience of audio-visual techniques among teachers	5
A lack of suitable textbooks in Irish	5

It will be seen from Table 27 that more informants who thought there had been improvement in the standard of Irish gave credit for this to the new Irish courses (144) than to any other of the factors mentioned, but as against that, Table 28 shows that the same factor was placed third in importance by informants who thought there had been deterioration (116). Similarly, the new curriculum for primary schools was considered an important factor by both groups, but rather as a factor causing deterioration (132) than as a factor for improvement (96).

It should be mentioned here that this was a partly closed question, in that reasons were listed on the questionnaire to be ticked as considered relevant by each informant, but opportunity was given to informants to list additional reasons of their own choosing. This partly explains why identical reasons were put forward by respondents for both improvement and deterioration.

CHAPTER V

AUDIO-VISUAL METHODS AND COURSES

The final column of Table 29 ("all informants") makes it clear that the new Irish courses are being very extensively used in standards V and VI in the schools.

Table 29

Frequency of use of the courses CÚCHULAINN/AN SEANTEACH for teaching Irish conversation to Standards V or/and VI by language background of majority of pupils of schools

Frequency of use / Language background of pupils	Galltacht distant from Gaeltacht	Galltacht not too distant from Gaeltacht	Breac-Ghaeltacht	Fíor-Ghaeltacht	Irish language background in Galltacht	All informants
Almost daily	74.5%	71.4%	52.9%	28.6%	66.7%	72.7%
Usually	16.3%	17.9%	17.6%	14.3%	33.3%	16.6%
Sometimes	5.4%	3.6%	17.6%	14.3%	0.0%	5.8%
Seldom	1.5%	3.6%	5.9%	28.6%	0.0%	2.2%
Never used	2.3%	3.6%	5.9%	14.3%	0.0%	2.7%
Total respondents→	392	+ 28	+ 17	+ 7	+ 3	= 447

It would appear from the table, however, that a high proportion of schools in the Fíor-Ghaeltacht use the courses, 28.6% of informants in such schools claiming to use them "almost daily." One might ask why such schools should need to use audio-visual courses at all, but especially at the level of Standards V or/and VI, since most, if not all, of their pupils are native speakers of Irish. A similar question might be raised in regard to schools in the Breac-Ghaeltacht, where the percentage of usage is much higher, but where there is some justification for such use. It should be noted, however, that the numbers of schools in the Gaeltacht samples are quite small and may not give grounds for general conclusions.

The informants (48) who claimed to use the courses "sometimes", "seldom", or "never" were asked to give reasons for such non-use with results as shown in Table 30.

Table 30

Reasons for not using the audio-visual courses CÚCHULAINN/AN SEANTEACH regularly or more often than regularly

Reasons	Number of informants
Using the new courses resulted in a lower standard of achievement in Irish by the pupils	12
The new courses are not suited to the school environment	8
A.B.C. methods give better results	7
The content of the lessons is inadequate	5
Older teachers do not adapt to new methods	5
Pupils grew tired of the new method	5

Informants who did not use the audio-visual courses regularly or more often were also asked to state what methods they did, in fact, use to teach Irish conversation in Standards V or/and VI and 46 informants replied to the question. Their replies are summarised in Table 31. Some of the informants listed more than one method.

Table 31

Methods used in teaching conversation where audio-visual methods are not used regularly or more often than regularly

Other methods used	Number of informants
A.B.C. methods are used - in whole or in part	20
A combination of A.B.C. and audio-visual methods is used	10
Conversation lessons are based on matter read	10
Grammar is taught formally or implicitly	7
Conversation lessons are based on pupils' ordinary activities	6

COMPARISON OF THE METHODS AND THEIR RESULTS

Informants were asked to give their opinions as to the results achieved using audio-visual methods compared with the results which would be achieved in the same school situation by using A.B.C. methods. It is of interest to note that, although informants were asked to base their conclusions on a specific school situation, namely the school in which their main experience of audio-visual methods had been gained, changes of schools seemed to influence conclusions. This is shown in Table 32.

Table 32

Informants' opinions of the results achieved by using audio-visual methods as compared with those which would be achieved by using A.B.C. methods by the school in which experience of audio-visual teaching was gained

Audio-visual experience gained in: / Results in Irish generally are:	The same school	Other school: similar standard of education	Other school: higher standard of education	Other school: lower standard of education	All informants
Much better with audio-visual	8.7%	3.8%	16.7%	0.0%	8.0%
Better with audio-visual methods	41.5%	42.5%	54.2%	55.6%	42.7%
The same as with A.B.C.	14.8%	11.3%	4.2%	0.0%	13.2%
Worse with audio-visual methods	32.2%	36.3%	25.0%	33.3%	32.5%
Much worse with audio-visual methods	2.9%	6.3%	0.0%	11.1%	3.5%
Total respondents ⟶	311	+ 80	+ 24	+ 9	= 424

It will be seen from the table that while there is no significant difference between the conclusions of those who did not change schools and those of all informants, there are significant variations as to other categories of informant. Changing to a school having a higher standard of education seems to influence opinions significantly, since 70.9% of informants who made such a change think that audio-visual courses give better results as compared with the overall percentage of 50.7%, or with the 55.6% of informants who changed to a school of lower educational standard.

Age also seems to have some influence on informants' views on this matter. While slightly over 50% of all informants thought that audio-visual methods gave better results the percentage of informants in the 50-55 years age group who thought so was only 42.4%. Percentages for age-groups under the age of 50 years did not show any significant deviation from the average.

Table 33 would appear to show that the length of the training course attended had influence on informants' assessments of the comparative efficacy.

Table 33

Informants' comparative assessments of effectiveness of methods by duration of special training courses attended

Assessment of results achieved with audio-visual methods / Duration of training course attended	No course attended	One day or less	2 to 5 days	6 to 10 days	More than 10 days	All informants
Better or much better	26.4%	47.8%	51.4%	52.0%	71.9%	50.1%
The same as with A.B.C. methods	21.1%	10.2%	14.9%	24.0%	6.3%	12.8%
Worse or much worse	52.7%	41.9%	33.8%	24.0%	21.9%	37.1%
Total respondents →	19	+ 205	+ 148	+ 25	+ 32	= 429

It will be seen that 52.7% of informants who attended no training course in the use of audio-visual methods thought that those methods gave worse results than A.B.C. methods, but that this percentage decreased as the length of training received increased so that only 21.9% of those who had received ten days training or more were of that opinion. It must be pointed out, however, that the totals of informants who attended no courses or courses of six to ten, or more than ten, days are quite small.

Table 34 shows informants' assessment of the comparative efficacy of the methods in achieving results in different aspects of the teaching of Irish.

Table 34

Informants' opinions of the results in various aspects of the teaching of Irish by audio-visual methods compared with results which would be given by A.B.C. methods in a similar school situation

Aspects of Irish language teaching	Audio-visual methods give:			All informants
	better results	similar results	worse results	
Making the teaching of Irish more pleasurable	82.4%	9.8%	7.8%	437
Achieving fluency within the prescribed content	64.3%	12.4%	23.3%	434
Maintaining interest in Irish among pupils	64.1%	22.1%	13.8%	435
Reading with comprehension	62.3%	23.8%	13.9%	432
Cultivating a natural manner of speech	59.3%	15.5%	25.2%	437
Creative conversational ability	55.7%	19.6%	24.7%	429
General ability in Irish	50.2%	13.0%	36.8%	432
Creative writing in Irish	44.2%	18.7%	37.1%	434
Accuracy in use of language elements in conversation	28.9%	22.2%	48.9%	433
Extent of pupils' vocabulary	28.3%	16.8%	54.9%	435
Accuracy in use of language elements in writing	19.8%	21.9%	58.3%	434

In the above comparisons audio-visual methods are thought by more than half of the informants to be superior in seven of the eleven aspects listed, but pleasurability of use in teaching is the aspect on which greatest agreement as to the superiority of those methods is recorded. In only two aspects is there an overall majority in favour of A.B.C. methods, namely extent of vocabulary and accuracy in written work.

In view of the element of non-agreement evident in the above table it was well that informants had been asked to state further, in answer to a definite question, which of the two methods they would now prefer to use with pupils of the schools on which their judgements were based. Here a clear majority, 68.8%, stated their preference for audio-visual methods, while 31.2% preferred to use A.B.C. methods. It would appear that those who preferred A.B.C. methods were influenced to a greater extent by results than were those who preferred audio-visual methods, since 84.2% of the former, but only 70.7% of the latter, had previously stated that their preferred method gave better results in general.

The proportions of informants who preferred a particular method varied from age group to age group, but not to any discernible pattern. However, while 70.5% of the youngest group (35-40 years) preferred audio-visual methods, only 60.9% of the oldest group (51-55 years) preferred those methods. Age, therefore, seems to have had some influence on choice.

An interesting trend was visible also in regard to informants' preferences when analysed by the amount of special training received:

Table 35

Methods preferred by informants by the duration of special training courses attended

Preferred methods \ Duration of training course attended	No course attended	One day or less	2 to 5 days	6 to 10 days	More than 10 days	All informants
A.B.C. methods	54.5%	35.2%	28.7%	23.1%	6.5%	31.2%
Audio-visual methods	45.5%	64.8%	71.3%	76.9%	93.5%	68.8%
Total respondents →	22	+ 210	+ 150	+ 26	+ 31	= 439

It is evident from the above table that there is a definite link between the duration of training course attended and the method preferred: while 93.5% of those who had received more than ten days training preferred the audio-visual methods, only 45.5% of those who had received no training in their use claimed to prefer those methods.

Class groupings in the schools also appear to have had an influence on informants' choices as Table 36 shows.

Table 36

Methods preferred by informants by types of class grouping in operation in informants' schools.

Class groupings / Method preferred by informants	Standard V/VI alone or together	Standards V/VI with more junior classes	All informants
A.B.C. methods	33.5%	11.4%	31.3%
Audio-visual methods	66.5%	88.6%	68.7%
Total respondents →	394	+ 44	= 438

From the above table it would appear that informants whose experience of teaching pupils of Standards V or/and VI was gained in teaching those pupils together with pupils of more junior classes tended to be more favourable to audio-visual methods than informants whose experience had been with more homogeneous Standard V or/and VI groups. This is an important consideration, pointing to the fact that audio-visual methods are considered more suitable where pupils younger than those usually found in Standards V or/and VI are involved.

The 304 informants who expressed a clear preference for audio-visual methods all gave reasons for their choice. Those reasons are shown in Table 37 following.

Table 37*

Reasons for preferring to use audio-visual methods rather than A.B.C. methods with Standards V or/and VI in schools named

Reasons	Number of informants
Audio-visual methods are more enjoyable for pupils	285
Pupils are more interested in audio-visual methods	274
Audio-visual methods are more lively and absorbing	229
Audio-visual methods foster a more natural speech-style among pupils	209
The subject-matter is clearly defined with audio-visual methods	207
Because of the filmstrips which accompany the method	180
Weaker pupils are better served with audio-visual methods	176
Audio-visual methods are easier to use in class	175
Because of the figurines which accompany the method	167
Audio-visual methods give better results generally	164
Audio-visual methods are scientifically planned	155
The teacher derives more personal satisfaction from using this method	150
The teaching methods themselves are better	135
The teacher does not have to prepare his own lessons	124
Because of the tapes which accompany the method	77
The pupils are actively involved and all pupils, less intelligent as well as more intelligent, are given the opportunity to participate in the lesson	13
The reading capacity of the children is improved	9
The pupils' writing abilities are improved	5
There is continuity in method from junior to senior classes	5

Similarly the 138 informants who professed a preference for A.B.C. methods were asked to give reasons for their preferences, and all did so. The results are summarised in Table 38.

Table 38 *

Reasons for preferring to use A.B.C. methods rather than audio-visual methods with Standards V or/and VI in schools named.

Reasons	Number of informants
A.B.C. methods give better results generally	130
A wider vocabulary can be taught with A.B.C. methods	119
Lessons are more adaptable to pupil-needs with A.B.C. methods	119
The teacher has more freedom with A.B.C. methods	110
A.B.C. methods allow the teacher to prepare his/her own courses	108
The teacher derives more personal satisfaction from using this method	97
A.B.C. methods place more emphasis on accuracy in Irish	97
A.B.C. methods serve the better pupils best	84
The teaching methods themselves are better	62
Audio-visual methods are not as specific as A.B.C. methods with regard to the subject matter to be covered	58
A.B.C. methods are easier to use in class	52
A.B.C. methods provide more time for items other than conversation (e.g. writing, storytelling etc.)	7

A greater enthusiasm for audio-visual methods is evident from the information given in the above tables. Once again audio-visual methods emerge as giving greater pleasure to the pupils (285), as arousing more interest (274) and as being livelier and more absorbing (229). Their effect of fostering more natural conversation (209) also emerges once more. The fact that audio-visual methods give better results generally (164) is only placed tenth in order on the list of reasons given for preferring audio-visual methods, while the same reason is given pride of place by informants (130) who prefer A.B.C. methods. Other main reasons for preferring A.B.C. methods are that they give a broader vocabulary (119) and allow the teacher greater freedom or permit him to choose his own suitable topics for lessons. On the whole, audio-visual methods seem to score in the fields of enjoyment, interest and ease of use, while A.B.C. methods are preferred for getting results or for allowing more scope and freedom to teachers.

Informants were asked a definite question as to whether it would be advisable to revert to the use of A.B.C. methods with pupils of Standards V or/and VI in schools. Here the responses were even more definitely in favour of not reverting to the former methods : 72.9% thought it would be advisable to revert to A.B.C. methods while 27.1% thought it would be advisable to do so.

No strict pattern emerged when the replies to this question were analysed by age groups, but 34.4% of the oldest age-groups of informants (51-55 years) showed a preference for reversion to the former methods, while only 25.9% of the youngest age-group (35-40 years) expressed such a preference.

There was a definite relationship between replies to this question and replies to that which referred to a comparison of pupils' competence in Irish at present as compared with the competence ten years ago of pupils of like age, as the following table shows:

Table 39

Informants' attitudes to reversion to A.B.C. methods by their assessment of pupil competence in Irish now as compared with ten years ago

Return to former A.B.C. methods would be / Pupil competence now compared with ten years ago	Better or much better	No change	Worse or much worse	All informants
Desirable	3.5%	26.8%	46.9%	27.3%
Undesirable	96.5%	73.2%	53.1%	72.7%
Total respondents ⟶	170	+ 56	+ 207	= 433

A very low proportion (3.5%) of informants who considered pupils' Irish to be better now thought a return to former methods desirable, while a much larger proportion (46.9%) of those who thought pupils' Irish was worse now would wish to revert to the older methods.

There was good correlation also between informants' wishes to revert or not to revert to former methods and their assessment of the general efficacy of the audio-visual methods: 86.9% of those who would wish to revert to A.B.C. methods had previously said they thought audio-visual methods gave worse results while only 18.5% of those who did not wish to revert had thought that audio-visual methods gave worse results. Similarly 98.7% of informants who thought it would be undesirable to revert to A.B.C. methods had also expressed a preference for audio-visual methods, while 85.1% of those who thought it would be desirable to revert to A.B.C. methods were amongst those who previously expressed preference for A.B.C. methods.

The 318 informants who thought it would not be advisable to revert to A.B.C. methods gave reasons for their opinion. These reasons are listed in Table 40.

Table 40 *

Reasons for not wishing to return to the use of A.B.C. methods

Reasons	Number of informants
Audio-visual methods are more interesting, more satisfying, pleasanter, livelier, or more stimulating etc., for pupils	139
The audio-visual courses are planned, graded and standardised scientifically	52
Audio-visual methods are better generally, give better results etc.	39
Audio-visual methods develop better speaking or conversational ability in pupils	36
To return to former methods would be wrong, unnecessary, or too troublesome at the present juncture	34
Audio-visual methods are more pleasant for teachers and/or are easier to use	33
The aids provided are excellent and are necessary for the teacher	32
Grammar is taught and learned more easily and more pleasantly by means of audio-visual methods	21
Prepared courses and aids are provided, ready for use	12
Audio-visual courses ensure continuity from class to class and from school to school	11
Audio-visual methods suit the weaker pupils	10
Audio-visual methods result in better reading ability in pupils	7
The limited vocabulary resulting from the use of audio-visual methods can easily be extended (as required)	7
Audio-visual methods are simpler for both teacher and pupils	5

Similarly the reasons given for their choice by the 118 informants who considered it advisable to revert to the A.B.C. methods are summarised in Table 41.

Table 41

Reasons for wishing to return to the use of A.B.C. methods

Reasons	Number of informants
A.B.C. methods provide greater freedom, choice, scope for the teacher	45
A.B.C. methods result in greater accuracy and better grammatical knowledge	38
A.B.C. methods result in a vocabulary more extensive and better suited to the pupils' environment	22
A.B.C. methods are better generally, give better results	19
A.B.C. methods result in greater richness and fluency in pupils' conversation	17
A.B.C. methods are more pleasant, more natural etc. for pupils	12
A.B.C. courses are more definite and are directed at necessary features of the language	6
A.B.C. methods give better results in composition, both in creativity and in accuracy	5

A comparison of the above two Tables again shows that audio-visual methods are preferred mainly because of the pleasure and satisfaction they give, while A.B.C. methods are advocated because of the greater freedom they allow the teacher and because of better results thought to be given in certain aspects of the language, such as grammar, accuracy and vocabulary. However, this must be put in proper perspective by pointing out that in Table 40 as many as 39 informants thought that audio-visual methods gave better results generally, while in Table 41 not more than 38 informants claimed better results for A.B.C. methods.

The fact that planned courses in audio-visual methods are provided for teachers, together with teaching aids and materials, emerges in Table 40 as a reason for not wishing to revert to former methods. When informants were asked if there should be a reversion to A.B.C. methods if prepared courses together with pictures and tapes were to be provided the percentage in favour of reversion to A.B.C. methods increased considerably. In fact 43.8% replied that there should be reversion, if courses and materials were supplied, while 56.2% were against the idea of reversion. This former percentage is a considerable increase on the 27.1% who stated in a previous reply that there should be reversion. In fact it would appear that the views of 67 informants would change in favour of A.B.C. methods if courses and aids were to be supplied.

Here again reasons were asked for and the 237 informants who were against reversion to A.B.C. methods gave reasons as shown in Table 42.

Table 42

Reasons for not wishing to return to A.B.C. methods, even if prepared courses, with pictures and tapes, were provided

Reasons	Number of informants
Return to A.B.C. methods unnecessary, retrogressive or undesirable, since new courses cover the required ground and/or are satisfactory	83
Audio-visual methods more enjoyable, more natural, livelier, easier for pupils	39
Teacher has more freedom, greater choice, broader scope with audio-visual methods	26
Audio-visual courses provide more teacher guidance, a definite standard and scientific grading and progression	17
Grammatical aspects are dealt with more pleasantly and effectively by audio-visual methods	17
Audio-visual methods develop richer, more natural, conversational ability	13
A.B.C. methods are too broad in scope to allow for provision of pre-prepared courses and materials	9
Audio-visual methods are better for weaker pupils	8
Audio-visual methods are too well established to permit reversion to A.B.C. methods	8
Audio-visual methods are up-to-date and in use for other languages	6
Reversion at this stage could be too expensive	5

The 185 informants who were in favour of reversion to A.B.C. methods if courses and aids were provided gave reasons as shown in Table 43.

Table 43

Reasons for wishing to return to A.B.C. methods if prepared courses, with pictures and tapes, were provided

Reasons	Number of informants
A.B.C. methods would allow teachers more freedom, scope, wider choice	50
A.B.C. methods would achieve greater accuracy and mastery of grammar	41
A.B.C. methods give better results generally	34
Teachers need guidance, definite objectives, progressive grading	15
They would be more pleasant for pupils, more natural	15
They would provide a broader more suitable vocabulary	14
A better standard would be achieved in written Irish	8
Improvement in pupils' conversational ability would result	7

A new feature emerges in Table 42, namely, that reversion would be a retrograde step, but otherwise reasons similar to those which emerged previously are most in evidence.

As a final step in the comparison of the two methods, informants were asked to state any circumstances in which they could visualise it being appropriate to revert to A.B.C. methods. A total of 172 informants answered this question with results as shown in Table 44.

Table 44*

Circumstances in which a return to A.B.C. methods would be advisable

Circumstances	Numbers of informants
To improve grammar and precision generally	52
If freedom, scope, and a wide choice of options were guaranteed to teachers	36
For Gaeltacht children, or pupils proficient in Irish generally	12
For pupils who intend to proceed to secondary schools	11
If there were sufficient books available for the children	10
There would be more (and better) stories available with A.B.C. methods	9
To improve and extend the present limited vocabulary	9
If there were sufficient variety in the subject matter	8
If sufficient time were allotted to spoken Irish and conversation	7
If it could be made as enjoyable for pupils as the present method is	7
For children whose command of Irish is weak	7
If the pupils were given a sounder base in the junior classes	6

The replies ranking first and second on the above list are not, strictly speaking, circumstances of the kind envisaged in the question, but they do again emphasise the opinions held by a considerable number of informants that A.B.C. methods give more scope and freedom to teachers, scope and freedom which they do not wish to forfeit, and that those methods also give better results in regard to the grammar and accurate use of Irish. The references to Gaeltacht children and to children proceeding to secondary schools indicate a feeling that A.B.C. methods are for more advanced or more academically-minded pupils.

THE NEED FOR PREPARED COURSES

In reply to a question as to whether there had been any need for the introduction of prepared courses into the schools for use with pupils of Standards V or/and VI, 87.6% of informants replied that there had indeed been such a need. Informants of the 51-55 years age-group (78.7%) were

less inclined to agree with this opinion than were those of younger age groups, who were approximately 90% in favour. Native Irish speaking informants also saw less need for such courses (71.9%) than did informants with English-language or mixed-language home backgrounds (81.1% to 95.2%).

A majority (69.1%) of those who thought there had been such a need thought that it had been correct to use audio-visual methods in the courses provided rather than A.B.C. methods.

It is clear, therefore, from the answers to questions framed in different ways, that approximately 70% of teachers in the age cohort sampled prefer audio-visual methods and that approximately 30% of teachers would prefer A.B.C. methods. This preference is influenced by the fact that prepared courses and materials are available only for audio-visual methods, and the percentage in favour of audio-visual methods would be reduced to 56% or so if prepared courses and materials were made available for use with the A.B.C. methods.

THE COURSES CÚCHULAINN/AN SEANTEACH

In regard to the subject content of the courses used in Standards V/VI, *CÚCHULAINN/AN SEANTEACH*, which are based on audio-visual methods, 70.7% of informants professed themselves satisfied with the content, 21.1% considered the content generally unsuitable, while 8.2% considered it very suitable. From the subject content point of view it would appear that the courses are considered less suitable for pupils from working class urban backgrounds than for those with other backgrounds.

The class groupings in operation in the schools seemed also to influence informants' opinions on this aspect as would appear from Table 45.

Table 45

Suitability of the courses CÚCHULAINN and AN SEANTEACH by class groupings in operation in schools

Class groupings in operation / Suitability of course content	Standards V/VI alone or together	Standards V or/and VI grouped with more junior classes	All informants
Unsuitable	22.5%	10.0%	21.3%
Suitable	69.1%	85.0%	70.7%
Very suitable	8.4%	5.0%	8.1%
Total respondents →	369	+ 40	= 409

A point previously referred to arises here also, that is, that a greater proportion of informants who have used the courses with groups in which more junior pupils are involved with pupils of Standards V or/and VI consider the courses suitable or very suitable. It might be concluded, therefore, that the content of the lessons is more suited to pupils also, younger than those usually found in Standards V/VI.

Informants were asked to list weaknesses in the courses in regard to subject matter or content of lessons. Their answers are summarised in Table 46.

Table 46

Faults found in the lesson-content of the courses CÚCHULAINN/AN SEANTEACH.

Faults	Numbers of informants
The vocabulary is too restricted	235
There is not sufficient variety in the subject-matter	145
The subject-matter is boring, heavy and uninteresting	129
The subject-matter is unsuitable for a rural environment	119
Not enough lessons for girls are included	104
The subject-matter is too middle-class oriented	81
The subject-matter is too difficult for the pupils	75
The subject-matter is too childish for pupils in this age-group	70
The subject-matter is unsuitable for city or large town-pupils	36
Some of the content is unsuitable from a moral point of view : references to cigarettes, alcohol, fighting and accidents; sectarian history lessons; insults to itinerants; unsuitable language (e.g. "Diabhal phingin")	31
The subject matter is too easy for the pupils	30
Not enough lessons for boys are included	21
The conversations are too long and the commentary is too short	13
Some important areas are ommitted e.g. grammar, the buying of train tickets	13
There is not enough humour in the lessons	8
Some lessons are too long and contain too much material	8
Certain sentences are either too long or too complicated	7
The speech moulds are unappealing in general	6
There is an absence of indirect speech in the lessons	6
Many of the expressions introduced are unnatural	6

Lessons specially mentioned as being unsuitable and recommended for omission in any future amended edition of the courses are listed in Table 47. The percentages given are percentages of all informants. Lessons recommended for omission by less than 5% of informants are not included in the lists.

Table 47 *

Lessons in the courses CÚCHULAINN/AN SEANTEACH specifically mentioned by informants as unsuitable and recommended for omission in future editions of the course

CÚCHULAINN				AN SEANTEACH			
Rank order	No. of lesson	Title of lesson	% recommending omission	Rank order	No.of lesson	Title of lesson	% recommending omission
1	20	Bás Chúchulainn	13.8%	1	24	Comhrá idir P. Mac Piarais & a dheartháir	23.2%
2	31	Rásaí Capall	13.4%	2	23	Sos Cogaidh	20.3%
3	19	Cúchulainn agus Firdia	13.1%	3	22	Éirí Amach 1916	16.9%
4	34	Spástaisteal	11.8%	4	31	Apollo II	15.6%
5	15	Stiall Gruaige	11.4%	5	9	Cluiche Leadóige Boird	12.9%
6	7	An Máistir Nua	10.2%	6	10	Bob a Buaileadh	10.0%
7	9	Ceolchoirm	10.0%	7	18	Ag na Pictiúir	7.6%
8	28	Ar an Oileán	8.9%	8	29	An Tincéir	6.9%
9	29	Ceo ar an Loch	8.5%	9	5	Obair Bhaile	6.7%
10	11	Sa Leabharlann	7.1%	10	17	Siopa Peataí	6.5%
11	24	I mBaile Átha Cliath	6.9%	11	25	Ag Bleán na Bó	6.0%
12	21	Campa na dTincéiri	6.5%		28	Cuairt ar Champa Saoire	6.0%
13	23	Ag dul go dtí an Cluiche	6.2%		3	An Seanteach III	5.3%
14	30	Ag dul abhaile	5.6%	14	6	Ag Ceannach Cairr Nua	5.3%
					8	Sabháil Airgid	5.3%
				16	4	An Seanteach IV	5.1%

Informants also recommended further topics for inclusion in future editions of the courses. It would be impracticable to list every individual title suggested, but some effort has been made to summarise the recommendations under general headings in Table 48.

Table 48 *

Suggested topics for inclusion in revised editions of CÚCHULAINN/AN SEANTEACH

Topics	Numbers of informants
Life and work on the farm - all aspects	91
Work in general: trades, occupations, factories	83
Feast days, holy days and other special days e.g. wedding day etc.	73
The seasons and their accompanying weather conditions	68
Animals and birds - all types, wild and domestic	46
Shops, shopping, buying,selling, going on messages etc.	38
Housework: helping mother at home	34
Myself, my life, my class, my school	34
Houses, gardens, furniture, different rooms etc.	33
Health and sickness; visits to/from doctor, dentist, hospital etc.	29
Sport and games - all types	29
Various modes of transport (from bicycles to spaceships)	27
Stories of long ago, famous saints, patriots etc.	26
Geography and life in other countries	24
Work on the bog; a day on the bog; turf etc.	24
Local environment in general; "My town", "My parish" etc.	23
Food, meals and their preparation	22
Water, fishing, swimming, a day at the seaside etc.	21
Nature in general	21
The family and relations; brothers, sisters,parents etc.	20
Adventures, light or serious ("chased by a dog" etc.)	20
Public buildings and their functions e.g. the local library	16
Accidents of various kinds; house on fire, sinking ship etc.	16

Table 48 (continued)

Topics	Numbers of informants
Pastimes in general	16
Milk and associated topics e.g. the creamery	14
The communications media, especially television	12
Institutions of church, State, local government etc.	11
Trees, plants and flowers	11
Manners and forms of greeting, parting etc.	10
How to do things : write a letter, ride a bicycle etc.	9
Fairy stories and morality tales	9
A day out hunting or poaching	8
The human body and its component parts	6
A feis or fleá cheoil	5
Clothes and related topics	5

STANDARD OF IRISH IN THE COURSES

Informants' estimation of the ease or difficulty of the Irish used in the courses is given in the following Tables. Table 49 shows informants' estimation of the difficulty of the courses analysed by the types of linguistic background of the schools on which the judgement is based.

Table 49

Informants' estimation of the standard of Irish used in the courses by linguistic background of schools

Standard of Irish in the courses / Language background of majority of pupils	Galltacht completely apart from Gaeltacht	Galltacht close to Gaeltacht	Breac-Ghaeltacht, Fíor-Ghaeltacht or Irish language background in Galltacht	All informants
Too difficult or much too difficult	17.8%	14.8%	4.0%	16.8%
Suitable	76.7%	74.1%	72.0%	76.3%
Too easy or much too easy	5.5%	11.1%	24.0%	6.9%
Total respondents ⟶	382	+ 27	+ 25	= 434

The vast majority of informants in all categories were in agreement that the standard of Irish in the courses was suitable. A small percentage (17.8%) of informants with experience of schools in Galltacht areas thought the courses too difficult, while a considerable proportion of informants (24.0%) Gaeltacht or Breac-Ghaeltacht areas thought them too easy. It should be emphasised here once more that the courses were not intended for schools in Gaeltacht areas, nor should they be used in such schools. It is also unlikely that they would be needed in many schools in Breac-Ghaeltacht areas. Informants' estimation of the ease or difficulty of the courses did not appear to be affected by the linguistic background of secondary school attended by informants, but there were siginificant variations when replies were analysed by the social backgrounds of the pupils attending the schools, as can be seen from Table 50 below.

Table 50

Informants' estimation of the standard of Irish used in the courses by social backgrounds of pupils attending the schools

Standard of Irish in courses \ Social background of pupils	City/ large town Working class	City/ large town Middle class	City/ large town Mixed	Rural/ Village Mixed	Rural area Mixed	All informants
(Much) too difficult	42.1%	20.8%	20.0%	15.0%	11.7%	16.6%
Suitable	52.6%	79.2%	78.0%	73.8%	81.3%	76.4%
(Much) too easy	5.3%	0.0%	2.0%	11.2%	7.0%	6.9%
Total respondents→	38	+ 24	+ 50	+ 107	+ 214	= 433

There is a considerable variation here, the greatest difference being between the opinions of teachers working in schools where the social background of pupils is urban working class and those of teachers working in schools in rural areas where the social background is mixed. Only 52.6% of the former considered the standard of Irish suitable for the pupils as against 81.3% of the latter. Similarly 42.1% of the former considered the courses too difficult or much too difficult as against only 11.7. of the latter. While this is a predictable result, the divergence is probably greater than might have been expected and poses a further problem for people engaged in the preparation not only of courses, but of textbooks and other reading materials in Irish. Taking this into consideration in conjunction with some of the faults listed in Table 46 it would appear that it might be advisable to provide more than one course at this level, perhaps one course intended for rural pupils and a different course intended for urban pupils. It might be inferred from Table 46, for example, that the present courses, content wise, are too urban-middle-class oriented, while Table 50 above appears to show that the language of the courses is too difficult for pupils from urban working-class areas.

More striking variations were evident when informants' assessments of the difficulty of the courses were analysed by the regions in which they had gained the experience on which their assessments were based. For the purpose of this analysis the state was divided by counties arbitrarily into nine regions as shown in Table 51.

Table 51

Informants' assessments of the difficulty of the courses CÚCHULAINN/AN SEANTEACH by regions of their experience

The standard of Irish in *Cúchulainn/ An Seanteach* \ Region	Donegal	Leitrim, Roscommon, Sligo	Galway, Mayo	Kerry, Cork, Clare	Limerick, Waterford, Tipperary	Carlow, Kilkenny, Wicklow Wexford, Kildare, Offaly Leix	Dublin City and County	Longford, Louth, Meath, Westmeath, Monaghan, Cavan	All informants
Too difficult or much too difficult	8.1%	3.1%	9.6%	14.8%	11.2%	21.0%	45.5%	16.4%	16.6%
Suitable	83.8%	87.5%	78.8%	76.5%	81.5%	75.8%	54.5%	76.1%	76.5%
Too easy or much too easy	8.1%	9.4%	11.5%	8.6%	7.5%	3.2%	0.0%	7.5%	7.0%
Total respondents →	37	+ 32	+ 52	+ 81	+ 54	+ 62	+ 44	+ 67	= 429

It will be noted that the courses were found to be difficult or too difficult by more informants in the Dublin City and County region than in other regions, with the south Leinster region some considerable distance behind. Next came the north Leinster region followed closely by Kerry, Cork and Clare. Surprisingly enough, least difficulty with the courses appeared to occur in the Leitrim, Sligo, Roscommon region, which was certainly not the region nearest to Irish speaking influences, either in terms of location or in historical terms. The only explanation which comes to mind for this phenomenon is the possibility that it arose from the fact that the region in question may have been that least subject to urban influences, since most difficulty is experienced in urban working class areas. None of the schools sampled in the region was in an urban area.

CHAPTER VI

SPECIFIC ASPECTS OF THE AUDIO-VISUAL METHODS

THE TEACHING STEPS

The teacher's handbook provided for every teacher using the audio-visual method gives explicit instructions as to the steps to be followed in teaching each lesson. These steps are:

I Hearing and recognition

II Imitation

III Repetition from Stimulus

IV Speech-mould and Vocabulary Exercises

V Free Creative Conversation

Table 52 shows how informants rated themselves as to their own adherence to instructions in regard to following the steps in general. The table shows variations by the duration of special training courses attended by informants.

Table 52

Informants' general adherence to the five steps in using the audio-visual method by the duration of training course attended

General adherence to guidelines provided / Duration of course(s)	No course attended	One day or part of one day	2-5 days	6-10 days	Over 10 days	All informants
Very closely	0.0%	2.9%	3.3%	0.0%	9.4%	3.2%
Closely	38.9%	50.7%	49.3%	46.2%	28.1%	47.8%
Loosely	50.0%	43.1%	45.3%	53.8%	59.4%	46.0%
Not at all	11.1%	3.3%	2.0%	0.0%	3.1%	3.0%
Total respondents →	18	+ 209	+ 150	+ 26	+ 32	= 435

While almost half the informants claim to adhere closely to the general instructions in using the audio-visual methods and almost half claim to do so loosely, it will be noticed that 11.1% of informants who attended no training course do not adhere to the instructions at all, while 9.4% of those who received most training adhere very closely to the instructions.

Table 52 above indicates the degree to which the method in general is applied in schools, but it was thought necessary to obtain more specific information in regard to the application of every individual step in order that any modifications considered necessary might be made in future issues of courses. Table 53 summarises the information gained as to adherence to instructions in the different steps of the method.

Table 53

Informants' adherence to the individual steps of the audio-visual method

Adherence to the instructions	Step I	Step II	Step III	Step IV	Step V
Very closely	16.5%	13.8%	8.8%	14.7%	4.9%
Closely	60.4%	66.1%	58.8%	55.1%	44.9%
Loosely	18.6%	16.5%	26.6%	25.5%	40.7%
Not at all	2.7%	1.6%	3.5%	2.8%	5.1%
This step omitted entirely in the teaching	1.8%	2.1%	2.3%	1.9%	4.4%
Total respondents ⟶	442	436	432	428	432

More than three quarters of informants appear to adhere closely or very closely to Steps I and II of the method, but there is a decline in the number who do so in regard to Steps III and IV, while only half adhere closely to the instructions in regard to Step V. In regard to Step V this is largely, but not entirely, because of lack of time to develop this final step in the method, but detailed information in regard to reasons for not adhering to the instructions, together with modifications used and suggestions for amendment of the instructions, are given in the tables which follow.

STEP I: HEARING AND RECOGNITION

The 102 informants who did not adhere at least closely to instructions in regard to Step I gave reasons for not doing so as set out in Table 54 and gave further information and suggestions as in Tables 55 and 56.

Table 54

Reasons given for not adhering closely or very closely to the instructions in applying Step I

Reasons	Numbers of informants
Unnecessary to adhere rigidly since it is too narrow, simple, boring and generally unsuitable for pupils	30
It is too difficult for (some of) the children	22
The pupils' own interpretations are more important	10
Lack of time/too long/more pressing problems in hand	9

Table 55

Modifications employed in the teaching methods in Step I

Modifications employed	Numbers of informants
The material is adapted to local conditions and pupil competence by embellishments of and additions to the basic stories and conversations; local dialect and idioms are used where the teacher feels it to be helpful	32
The pupils' own ideas and constructions are encouraged	22
Much use is made of the blackboard for new/difficult words	18
The A.B.C. method is used extensively in this step	9
The vocabulary is increased in scope	9
The teacher and/or the pupils act out the lesson while watching the filmstrip/figurines	8
Certain words, phrases and sentences are explained in English	7
Pupils are given written work on the subject-matter	6
Sections of the story or conversation are learned by heart	6
An unspecified amount of the step is omitted	5
This step is combined with the following step II	5
Pupils are required or encouraged to prepare the lesson up to a week before it is to be taught	5
Pictures, charts and cartoons from various sources are used	5
Extra figurines are used	5

Table 56*

Recommendations for improving the method in Step I

Suggested improvements	Numbers of informants
Extend the commentary at the expense of the dialogue	30
Simplify, by shortening sentences; keep the vocabulary simple	15
Give greater freedom for pupils to compose the story and dialogue	12
The blackboard should be used more often	12
This step should be expanded in scope, it is too narrow	12
This step should be contracted in scope, it is too wide	10
There should be special emphasis on building up the childs' vocabulary; the vocabulary should be enlarged	8
Textbooks/grammar-books for pupils urgently needed	7
Greater freedom for teachers as to what to include/exclude	6
Use drama and/or mime as often as possible	5
Greater emphasis on written work by pupils	5
Continuity and consistency absolutely necessary (unspecified)	5

Dissatisfaction expressed here appears to refer mainly to the wording (as to difficulty, scope, interest, local application) or format (too rigid insistence on the dialogue form) of the conversational material to be presented by the teacher. Importance is attached to allowing pupils greater freedom of expression under teacher direction. A small number of informants refer to alternative methods of presenting the material to the class

STEP II: IMITATION

Tables 57, 58 and 59 give similar information in regard to informants' replies in respect of Step II.

Table 57*

Reasons given for not adhering closely or very closely to the instructions in applying Step II

Reasons	Numbers of informants
Unnecessary to adhere rigidly since it is too narrow, too boring and/or has already been covered in Step I	43
Lack of time	8
No questions to be put to pupils are included	5

Table 58*

Modifications employed in the teaching methods in Step II

Modifications employed	Numbers of informants
The material is adapted to local conditions and to pupil competence by embellishments of, or additions to, the basic stories and conversation; local dialect and idioms are used where the teacher feels it to be helpful	16
The pupils' own ideas and constructions are encouraged	13
Direct questions are introduced	11
Much use is made of the blackboard for new/difficult words	7
The A.B.C. method is used extensively in this step	7
The teacher and/or pupils act out or mime the lesson	7
The step is given extra time because of its importance	6
Special emphasis is placed on individual repetition	5

Table 59

Recommendations for improving the method in Step II

Suggested improvements	Numbers of informants
Reduce the time given to this step; is too time consuming	7
The step should be dispensed with altogether	6
Drama, playlets and mime deserve more attention	5

Most of the points mentioned in connection with Step II have already had mention in the tables on Step I, but we note a reference to questions which will be commented on when dealing with Step III.

STEP III: REPETITION FROM STIMULUS

An essential feature of the audio-visual method is that a specific visual stimulus be linked with each expression in the first presentation of the material, and that the same stimulus be used again in Step III to help the learner to recall and repeat the expression. Later in Step III the visual stimulus is replaced by an aural stimulus. In former methods, direct questions were almost the only aural stimuli used for this purpose, but in these courses less direct questions and other types of aural stimuli were advocated and emphasised. Some reaction is evident in Tables 60, 61 and 62 following.

Table 60

Reasons given for not adhering closely or very closely to the instructions in applying Step III

Reasons	Numbers of informants
Dissatisfaction with the questions provided: they are often phrased in an artificial way and some are too difficult	54
Unnecessary to adhere closely since it is too narrow, has been covered in Steps I and II and is based too closely on them, thus giving rise to boredom among pupils	42
It is too difficult for (some of) the pupils	10

*

Table 61

Modifications employed in the teaching methods in Step III

Modifications employed	Numbers of informants
The form of questioning is altered, generally becoming "direct"; some questions are omitted, others added, while others are asked in a provocatively "incorrect" way	78
The pupils' own questions - among themselves or directed at the teacher - are permitted and/or encouraged	25
The scope of the questions is extended to local interests	13
Acting and mime are used to elicit responses	11
The A.B.C. method (B) is generally used in this step	8
Writing on the blackboard is seen to be important	5
Filmstrips are often substituted for oral questions	5

*

Table 62

Recommendations for improving the method in Step III

Suggested improvements	Numbers of informants
Questions should be in a direct form; there should be more of them; they should be phrased "intelligently"	61
There is no need for aural stimuli; omit them	10
Teachers should be given more freedom to include/exclude	8
Pupils should be free to put their own questions to the teacher and/or to each other	6

Dissatisfaction with the aural stimuli, the type of indirect question or other expression used as stimuli in the courses, is the main element recurring in the tables dealing with Step III. It is obvious that a considerable number of informants would prefer the type of question commonly used in the A.B.C. method, that is, the direct question which contained a hint as to what the answer might be. However, even the greatest number of informants mentioned above in this connection, 78, is only about 17% of all the informants, so due consideration of the whole matter would be required

before making any radical change in regard to the method of phrasing the aural stimuli. It would appear that reason 2 in Table 60 is a valid one and that where the better pupils are concerned little emphasis on Step III may be required. Otherwise perhaps consideration might be given to the reorganisation of the method insofar as Steps I, II and III are concerned when dealing with pupils with a considerable grasp of Irish.

STEP IV: SPEECH MOULD AND VOCABULARY EXERCISES

The main purpose of Step IV is the consolidation, by means of suitable drills, of new speech forms and vocabulary items, this consolidation to be effected by using them in conjunction with speech forms and vocabulary items already taught. Tables 63, 64 and 65 show the reactions of informants to Step IV.

Table 63

Reasons given for not adhering closely or very closely to Step IV

Reasons	Numbers of informants
Unnecessary, as the vocabulary and phrases provided are too limited, unsuitable to the school environment and, consequently, boring to the pupils	35
Grammar is not being properly learned with this method	34
Lack of time	22
There are not enough examples provided	9
Some pupils find it too difficult	8
It is too nebulous, does not give enough guidance to teachers	5

Table 64

Modifications employed in the teaching methods in Step IV

Modifications employed	Numbers of informants
Grammar is taught formally, a grammar book being frequently employed	54
The range is extended to include local forms of speech and the vocabulary is also increased for added local interest	45
The A.B.C. method (A) is used extensively in this step	15

continued/

Table 64 (continued)

Modifications employed	Numbers of Informants
Written work is required of pupils during this step	14
Frequent blackboard demonstrations of grammatical rules are provided	12
An (unspecified) amount is omitted from this step	5

Table 65

Recommendations for improving the method in Step IV

Suggested improvements	Numbers of informants
Grammar should be taught formally, logically, step-by-step	88
More emphasis to be placed on writing, spelling and working from books	30
Either more time should be allotted to this step, or else only one or two of the suggestions should be attempted and fully explored	15
The teacher should be given more freedom and a wider range of options	10
There should be more speech-moulds in the teacher's handbook	9
Filmstrips should be made available for this step	9
Extend the vocabulary	6
The speech-moulds should be given in a variety of contexts and examples	6
Pupils should be given the greatest possible freedom to question the teacher or each other; to pair if they so wish etc.	6
Sundry charts and pictures should be made available	5
The speech-moulds should be simpler	5
Nothing is gained by the use of this step; omit it entirely	5

References to grammar in the above tables are important. In the A.B.C. approach the A section of the method dealt with the structure of the language and in senior classes in national schools this step sometimes evolved into a more or less formal approach to the teaching of grammar. Audio-visual methods aim rather at consolidation of mastery of the structures of the language by habit formation through drills and usage rather than by appeal to rules or a language system. It would appear that many teachers are not happy to drop all references to rules or system in the teaching, since 20% of all the informants (Table 65) ask for a reversion to the formal teaching of grammar and other references in the tables show that "grammar" or "A.B.C. methods (Course A)" are being used. This is not unlike the reaction to audio-lingual or audio-visual methods which has occurred in other countries chiefly in the U.S.A., which has resulted in the concept of the "code cognition" approach, or the "cognitive code method", in second langunge teaching. This involves conscious reference by learners to sets of rules or systems which the teacher endeavours to create in the mind of the learner.

While it would appear that some consideration should be given to catering for this demand in revised editions of the present courses, care should be taken not to impose the burden of rules or systems and their application on intellects not fitted to this approach. Here again it might be that a dual approach is required at the age level in question, namely a grammar or system-oriented approach for the more intelligent or the more intellectually mature, and an informal approach, such as that at present in use, for the less intellectually mature or slower pupils.

A number of informants referred at this stage to the lack of time for Step IV and to the need for more emphasis on written work. Both these points received greater emphasis in the questions relating to Step V, following below.

STEP V: FREE CREATIVE CONVERSATION

The purpose of Step V in the audio-visual method is to encourage the learners to use all the elements of the language previously assimilated by them in new and imaginative situations and contexts. Tables 66, 67 and 68 give some indication of informants' methods of dealing with this aspect of the teaching and of their difficulties with it.

Table 66

Reasons given for not adhering closely or very closely to Step V

Reasons	Numbers of informants
Lack of time to cover all the suggestions adequately	77
Unnecessary, too limited in scope, covered already in other steps, boring or generally unsuitable for pupils	74
It is too difficult for (some of) the children	40
The dramas/playlets are unsuitable, especially where the teacher and/or the pupils cannot act or are shy	10
Insufficient emphasis on written work	10
Distracting for children from other classes sharing the room	7

Table 67

Modifications employed in the teaching methods in Step V

Modifications employed	Numbers of informants
Greater freedom is given to the pupils in choosing what they would like to do, with whom and how; their own stories plays, speech and questions are accepted	56
Special emphasis is laid on writing, compositions, etc.	35
The subject matter is made as locally interesting as possible and is extended to ensure maximum interest and participation	34
The class is divided into (often competing) drama groups	19
Some of the suggestions are ignored/one is done well	13
The blackboard is used (for unspecified purposes)	8
This step is combined with other steps	5

Table 68*

Recommendations for improving the method in Step V

Suggested improvements	Numbers of informants
As many appealing 'gimmicks' as possible should be provided to enliven this step (tapes, filmstrips, stories, songs, playlets etc.)	31
Either more time should be allotted to this step, or else only one or two of the suggestions should be attempted and fully explored	26
It should be simple enough to allow the pupils themselves to get the most out of it	20
There should be greater emphasis generally on writing and spelling	17
The teacher should be given more freedom and a wider range of options	15
The teacher needs more guidance and help with this step	8
There should be wider scope for the teaching of grammar e.g. the suggestions might be in tenses other than past tense or in the 3rd person every so often	7
There is a crying need for books for the pupils to use	7
This step is so important that it should be extended generally	5
Nothing is being gained with this step; omit it entirely	5
It is useful for pupils to memorize certain stories, songs etc.	5

Lack of time to develop free creative conversation is obviously a major difficulty for informants, while many feel that they are being too severely restricted by the topics suggested for treatment in the Handbooks. It should be pointed out, however, that the topics suggested in the Handbooks are merely sugestions and that the introduction to the Handbook deals with the time problem and encourages teachers to develop their own ideas for creative conversation in Step V. There is reference by many informants to emphasis on written work, which can quite easily develop from some aspect of the oral composition generated at this stage of the lesson. A number of informants suggested that special aids be provided to help in the development of creative conversation.

THE APPLICATION OF THE FIVE STEPS

Informants were asked how they approached the application of the five steps in actual day to day teaching and 363 informants replied to that question. The most usual approach (36.4%) is to spend the first half of the week or so in the application of Steps I, II and III, the second half being given to Steps IV and V. Almost as many informants (33.9%) divide each lesson into sections, apply Steps I, II and III to each section, then to the whole lesson, and finally apply Steps IV and V. Only 20.1% apply Step I to the whole lesson, then Step II and so on right through the steps. Finally 9.6% claimed to divide the lesson into sections and apply all five steps to each section before proceeding to another section.

CHAPTER VII

ANCILLARY AIDS

THE TAPE RECORDINGS OF LESSONS

Tape recordings of the lessons are provided for schools which require them. They did not issue as a matter of course with the handbooks and figurines, as not all schools were equipped with tape recorders to make use of them. Table 69 summarises the replies to a question as to the frequency with which tapes are used in the schools, while Table 70 shows the reasons given for not using them.

Table 69

The frequency of usage of the tapes of lessons

Frequency of usage	Numbers of informants	Percentage of informants
Used almost every day	10	2.3%
Usually used	26	5.9%
Sometimes used	43	9.8%
Seldom used	49	11.1%
Never used	313	71.0%

Informants were asked to give reasons for not using the tape recordings of the lessons if they did not use them "usually" or more often. Their replies are listed in the Table 70 following.

*

Table 70

Reasons for not using lesson tapes usually or almost every day

Reasons	Numbers of informants
There is no tape-recorder in the school	135
There is a tape-recorder but no accompanying tapes	124
There is no need for tapes in the teaching of Irish	61
There is a tape-recorder (or tape-recorders) in the school but not sufficient for the numbers of teachers/pupils	43
The speech is too fast on the tapes provided	42
The dialect is unsuitable on the tapes provided	41
The voices on the tapes are unsuitable	39
The spaces between phrases on the tapes are too short	20
There is a tape-recorder available but it will only play cassettes	14
The tapes provided are deficient in some mechanical way e.g. lack of clarity, spaces, broken etc.	10
They are unnecessary and too troublesome to use in a Gaeltacht school or where the teacher is a native speaker	10
Lack of time generally to use the tapes on a regular basis	9
Their best (and only) use is for revision purposes	9
The teacher makes his or her own tapes	8
Tapes are unnatural; a live voice is more effective than a machine	6

Informants were also asked to give their estimation of the value of the tapes generally if they had ever used them and 165 informants replied. Some of this number had evidently abandoned the use of tapes after trying them, since only 128 informants make any use of tapes at present. Table 71 summarises the replies.

Table 71

Informants' estimation of the general value of tapes of lessons

Estimation of tapes	Numbers of informants	Percentage of informants
Unsatisfactory	48	29.1%
Satisfactory	69	41.8%
Effective	36	21.8%
Very effective	12	7.3%
Total respondents ⟶	165	100%

Some of the reasons for rating the tapes "unsatisfactory" may be deduced from Table 70 above: dialect unsuitable, speech too fast, inter-phrase spaces too short.

The final question on tapes asked informants to list any special difficulties they had in using the tapes. Table 72 summarises the replies.

Table 72

Special difficulties experienced in the use of tapes

Difficulties	Numbers of informants
Using tapes is too time-consuming	16
There are not enough tape recorders in the school, or they are defective in some way	16
The speech on the tapes is incomprehensible or too fast	11
The dialect is unsuitable, or 'the bias is too good'	9
The voices are unnatural and unsuitable generally	6
The overall style and/or the subject-matter are boring for pupils	6

Very little emerged from the above question that had not been previously referred to in Table 70 other than slightly greater emphasis on the time factor.

Finally, informants were asked for their opinions as to the types of voices which should be used on the lesson tapes. There was fairly general agreement (72.5%) that mixed adult and children voices should be used, but 12.8% would prefer children's voices only while 8.3% would choose mixed adult male and female voices only.

FIGURINES AND THEIR USE

The figurines are the cut-out pictures for manipulation on nylongraph and they were an essential element in the Irish approach to the audio-visual method until the introduction of filmstrips, which could be substituted for figurines. The extent to which the figurines are used appears from Table 73.

Table 73

Frequency with which figurines are used in the teaching

Frequency of usage	Numbers of informants	Percentage of informants
Almost every day	164	37.7%
Usually	101	23.2%
Sometimes	46	10.6%
Seldom	36	8.3%
Never	88	20.2%
Total respondents ⟶	435	100%

Thus, well over half the informants (60.9%) use the figurines usually or almost daily, while it can be taken, on the evidence of the following table, that the majority of those who do not use them regularly make use of the filmstrips instead.

*

Table 74

Reasons for not using figurines on a regular basis

Reasons	Numbers of informants
Filmstrips are normally used	108
Filmstrips are much better than figurines	104
It is too difficult to keep figurines properly ordered	90
The figurines are too troublesome	76
The pupils tire of the figurines	57
The figurines are too childish for Standards V/VI	49
There is not enough variety in the figurine pictures	34
Many of the figurines are lost, broken or torn	29
There is no necessity for pictures of any kind	7
The teachers' own pictures (on charts or on the blackboard) are more effective	5

It will be seen that the difficulty of storing the filmstrips in a manner which permits easy retrieval for use is a major problem, as is also their fragility. There is also a question as to whether they are too childish, boring and lacking in variety for pupils of the age in question.

Informants' rating of the value of the figurines is given in Table 75 following.

Table 75

Informants' estimation of the general value of the figurines

Estimation of figurines	Numbers of informants	Percentage of informants
Unsatisfactory	64	15.7%
Satisfactory	186	45.5%
Effective	97	23.7%
Very effective	62	15.2%
Total respondents →	409	100%

Special difficulties experienced in the use of figurines again had to do mainly with storage and retrieval, difficulties of manipulation and fragility, as the following table shows.

Table 76

Special difficulties experienced in the use of figurines

Special difficulties	Numbers of informants
Storage and retrieval difficulties generally: they are easily lost and much time is wasted since there is not a complete set for each lesson	120
They are generally boring, childish and uninteresting	34
They fall apart, get torn, and become soiled	20
The adhesive is defective: they fall frequently from the nylongraph	17
Moving them around holds up the class and wastes time	17
They are too small to manipulate effectively, and pupils at the back of the class have difficulty seeing them properly	10
Frequently there is no suitable figurine to help explain a particular problem	5

One point might be stressed here viz. the frequency with which informants referred to the need for the provision of a complete set of figurines for each lesson rather than having certain figurines used in more than one lesson.

FILMSTRIPS AND THEIR USE

Not all informants had had experience of using filmstrips in the teaching; indeed some had not received or even seen the filmstrips at the time of the survey. The reason for this was that the filmstrips were only prepared on an experimental basis some time after the courses, when figurines had been supplied to schools. The filmstrips were first provided in limited quantity for the course *AN SEANTEACH* and later, when it was found they were favourably received, for *CÚCHULAINN*. As will be seen from the tables which follow, informants who had experience of using filmstrips are strongly in favour of them as teaching aids.

Table 77

Frequency with which filmstrips are used in the teaching

Frequency of usage	Numbers of informants	Percentage of informants
Almost every day	82	18.7%
Usually	76	17.4%
Sometimes	40	9.1%
Seldom	18	4.1%
Never	222	50.7%
Total respondents ⟶	438	100%

Filmstrips are used regularly by 36.1% of informants, but more than half (50.7%) of the informants (222) never use them. As the following table shows, that number is made up largely of those to whom either a filmstrip projector or the filmstrips themselves are not available and of those whose schools do not have suitably dark projection rooms; a small number teach in schools which do not have electric current. However, a considerable proportion of teachers are deterred from using filmstrips by mechanical difficulties or by the amount of time lost in darkening the room and in setting up projection equipment.

Table 78

Reasons for not using filmstrips on a regular basis

Reasons	Numbers of informants
There is no projector available to the teacher	124
There is no room available sufficiently dark to show them	66
Too much time is lost preparing the projector	62
There are not enough projectors in the school	43
The filmstrips are not available, or were not until very recently	33
Mechanical difficulties with the projector	20
Figurines are much better than filmstrips	17
There is no electricity in the school	15

Table 79

Informants' estimation of the general value of the filmstrips as a teaching aid

Estimation of filmstrips	Numbers of informants	Percentage of informants
Unsatisfactory	9	3.2%
Satisfactory	50	17.5%
Effective	87	30.5%
Very effective	139	48.8%
Total respondents →	285	100%

While the number who responded to the request to give their estimation of the value of filmstrips was much smaller than the number who replied to a similar request in regard to figurines, it will be noted that the enthusiasm for filmstrips is comparatively much greater than that displayed for figurines. They are considered effective or very effective by a total of 79.3%, which comproses 226 informants, as against a total of 150 informants who gave similar ratings to the figurines.

The special difficulties associated with using filmstrips in schools are as might be foreseen.

Table 80

Special difficulties experienced in the use of filmstrips

Special difficulties	Numbers of informants
Difficulties of darkening room; lack of darkened room, blinds etc.	30
Preparation of room and preparation and/or operation of projector are too time consuming	22
Not enough projectors in school and too costly to provide	16
Mechanical difficulties generally e.g. overheating	6
Other classes in same room are interfered with	6

Special mention might be made of one of the difficulties referred to above. In teaching an important subject like Irish conversation using filmstrips, projection equipment for every individual teacher rather than for each school would be required or else problems of timetabling and rotation of equipment would arise. This would cost a considerable amount of money, both for the provision and for the maintenance of equipment. However, it might be worth considering the use of filmstrips with senior classes only. This would reduce the cost and eliminate the complaint of the figurines being too childish or boring for senior pupils in national schools.

THE COMBINED USE OF FIGURINES AND FILMSTRIPS

Almost one quarter of all informants (23.3%) use both figurines and filmstrips in teaching Irish to Standards V or/and VI. The reasons given for this practice are shown in Table 81.

Table 81*

Reasons for using both figurines and filmstrips in teaching Standards V or/and VI

Reasons	Numbers of informants
It is best to use filmstrips and figurines together to encourage and maintain student interest	73
Figurines are better for teaching while filmstrips are better for revision purposes and practising a wider speech-range	63
It is best to use the filmstrips soemtimes to teach a wider vocabulary	38
It is best to use the figurines sometimes to encourage diversity in the conversations	32
It is best to use both together in ordinary teaching	19
Filmstrips are better for teaching while figurines are better for revision purposes and practising a wider speech-range	12

A further question on the comparative effectiveness of the various types of pictorial aid which might be used as the main teaching medium left no doubt as to informants' choices.

Table 82

Visual aid most effective as chief teaching aid at the level of Standards V or/and VI

Type of visual aid	Numbers of informants	Percentage of informants
Filmstrips	215	56.4%
Figurines	104	27.3%
Ordinary wall pictures	56	14.7%
No picture	6	1.6%
Total respondents ⟶	381	100%

Reasons for choices are given in Tables 83, 84 and 85.

Table 83

Reasons why filmstrips are considered the most effective teaching aids

Reasons	Numbers of informants
Pupils pay attention to them because they are interesting, animate, appealing and generally suitable for this age-group	139
They give ample scope to the teacher to enlarge/adapt the subject-matter; every frame is a picture or story in itself; it is easy to stimulate free discussion and self-questioning among pupils	65
The pictures themselves are excellent; they are clean and well-defined always and the colours are so beautiful that they must be a help to art as such	48
They are easily handled - even pupils can manage them for the teacher - and little time is lost with them	36
They are modern, like television or the cinema	30
Because they contain so many pictures, a sense of continuity is achieved which enables the story to be built up step-by-step at whatever pace is suitable	20
They are very effective for revision purposes	11
They are easily stored and kept in order	10

Table 84

Reasons why figurines are considered the most effective teaching aid

Reasons	Numbers of informants
They are easily movable anytime or any place; no time is lost with them and the pupils can handle them for the teacher; there are no problems as regards storage	50
They are interesting, animate, appealing, stimulating and generally suitable for children in this age-group	20
There is continuity between them so that every aspect of one figurine can be treated separately and adequately, while, at the same time, building up the story step-by-step	14
They provide ample scope for teachers to enlarge/adapt the subject-matter	12
They are very effective for revision purposes	5

Table 85

Reasons why wall-posters are considered the most effective teaching aids

Reasons	Numbers of informants
Everything - both large and small - is closely defined and visible	21
They are time-saving, are not lost and need not be moved about	20
There is scope for expansion and extension of the subject-matter	11
The pupils enjoy them	6

Reasons given for preferring "no picture" were insufficent to warrant recording.

Informants were given a final choice as to what their choice would be if only one illustrative aid were to be made available with future issues of courses. The result was as in Table 86.

Table 86

Preferred visual aid for Standards V or/and VI if only one type of aid were to be provided

Type of aid preferred	Numbers of informants	Percentage of informants
Filmstrips as at present	212	52.4%
Figurines as at present	106	26.2%
Wall pictures - one for each lesson	87	21.5%
Total respondents →	405	100%

CHAPTER VIII

MODIFICATIONS RECOMMENDED BY INFORMANTS

The likelihood of revised editions of the courses *CÚCHULAINN/AN SEANTEACH* being prepared in the near future was adverted to in the questionnaire and informants were invited to make recommendations as to the method of teaching or as to the courses themselves or any aspect of them. Those recommendations are summarised in the tables which follow. In these tables only recommendations which were made by 10 informants or more are recorded.

Table 87

Recommendations for the general amendment of the teaching method in the courses Cúchulainn and An Seanteach

Recommendations	Numbers of informants
Particular emphasis should be placed on grammar generally: it should be taught logically, formally and practised regularly (mentioned specifically by 14 informants in connection with Step IV)	53
The teacher should have greater freedom, scope and choice with regard to teaching methods, wider selection of material and less direction generally	47
The commentary should be extended even at the expense of the dialogue; it is much too short at present	26
The vocabulary content should be increased and special attention paid to it	22
Every pupil should have his/her own reading-book (reader)	22
The material taught should be more closely related to the school environment and more suited to the children's needs	21
Step V should be given more time and emphasis	16
Written work by pupils is an absolute necessity; essays and the like must be given or their Irish will suffer	15
In general, sentences, questions and answers should be simple, short and to the point	13
The lessons themselves should be reduced in length	11
The number of lessons should be reduced	10
More guidance and directions for teachers are essential	10

Table 88

Recommended improvements regarding the figurines

Recommendations	Numbers of informants
Many more figurines are needed in general but especially to provide a complete set for each lesson to be kept together in some form of box or covering, safe and accessible	120
There are too many of them at present; dispense with (some of) them and use wall pictures and/or filmstrips instead of or with them	39
They should be brighter and more colourful and the colours themselves should be suitable e.g. at present the trees are red	28
More substantial long-lasting materials should be used in making the figurines	17
When provided, they should have an effective adhesive on them	17
They should be ready-cut or else in push-out form on arrival	13
They must be made more interesting, enjoyable and humorous	11
All (or some) of them should be larger than at present	10

Table 89

Recommended improvements regarding the filmstrips

Recommendations	Numbers of informants
One or two words, sentences, or questions to be printed on them	31
Provide filmstrips for Step IV or/and V	27
Many more are needed to expand on the individual lessons as well as extra ones with no particular connection with the subject matter	17

Table 90

Recommended improvements as to the lay-out of the teacher's handbook

Recommended improvements	Numbers of informants
It should be expanded generally: more revision and writing lessons, wider vocabulary, extra speech moulds and old sayings, more commentary and/or conversation should be included	43
The teacher should have greater freedom, scope and choice with regard to teaching methods, wider selection of material, and less direction generally	29
The production should be improved generally e.g. a hard cover or loosely bound pliable cover (for bending), larger and more attractive print (like that for use in 1st class), larger pages, a blank page with every lesson for notes	27
More guidance and direction should be provided for the teacher as regards the relative importance of each step; how to expand on the subject (e.g. written work), to adapt it to the environment, to encourage pupils to ask questions etc.	20
Step IV and/or V should be extended and more emphasis placed on them	18
The book should be made available for the pupils in some form	14
Poems, songs and playlets should be incorporated into the book	14
It should be reduced generally: shorten lessons/conversations	12
Grammar lessons should be together at the back of the book, but even if grammar is to be taught informally, then there should be continuity as to the grammar in each lesson	10

Table 91

Recommended improvements regarding the tapes provided

Recommendations	Numbers of informants
A variety of voices should be used: men, women, children, rough, soft, etc.	29
Slower and more comprehensible speech is required	26
The tapes should be made available in cassette form also	21
Every dialect or region should have its own tapes, especially Ulster	14
Only children's voices should be on tapes	10
The spaces between sentences and between lessons should be longer	10

THE PROVISION OF SUITABLE SONGS

Of 424 informants who answered a question as to the advisability of providing songs on tape to accompany the lessons in the courses for Standards V or/and VI, 83.7% thought it would be worth while to do so.

CHAPTER IX

CONCLUSIONS AND GENERAL RECOMMENDATIONS

CONCLUSIONS

An overwhelming majority of informants were in favour of Irish being taught to pupils in primary schools generally. The extent to which informants had been exposed to Irish in their childhood home and secondary school environments appeared to have had some influence, not on the general attitude to Irish being taught in schools, but on the degree to which this was favoured: a higher proportion of informants so influenced rated themselves as "very favourable" rather than "favourable"

The vast majority of schools spend more than one hour per day on the teaching of Irish to pupils of Standards V or/and VI: the average daily time devoted to the teaching of Irish is approximately one hour and seven minutes, or 25% of the actual teaching time available. That is much below the figure of 42% quoted by Macnamara, (1966)[1], but Macnamara's figure was calculated on the basis of the time devoted to Irish in all classes in the schools at a time when almost all work in Infant and First classes was expected to be carried out in Irish. This is no longer general practice.

Almost half of the informants thought that the standard of Irish in schools had deteriorated during the past ten years. The new methods in use for the teaching of Irish and the new courses were blamed for this deterioration by a considerable number of informants, but a reason more frequently put forward was the new curriculum for national schools. Extra-school factors, such as attitudes to Irish and lack of interest in the language, were also invoked. However, the considerable number of informants who saw improvement rather than deterioration in the standard of Irish during the same period gave most credit for such improvement to the new methods and courses.

It must be concluded from the survey that there has been deterioration also during the past ten years in the extent to which Irish is used in the schools both as a medium for teaching other subjects and as a medium for communication between teachers and pupils. This deterioration would appear to be due mainly to a general lack of interest in the promotion of the language. This is a disturbing factor, because the use of the target language as a vehicle for teaching other subjects of the school curriculum and as a medium of communication in the school is considered an essential adjunct to the use of the audio-visual method if good results are to be achieved.

As to the method which should be used to teach Irish to pupils of senior standards in national schools, when asked to judge only by effectiveness in producing general results informants favoured the use of audio-visual methods. The majority in favour of audio-visual methods rather than A.B.C. methods increased when certain specific aspects were taken into consideration, aspects such as the pleasure derived by pupils from the lessons, the conversational fluency achieved, the interest created, the abilities generated in the pupils in regard to conversing naturally and to reading with comprehension. On the other hand a majority thought that A.B.C. methods were more effective in producing conversational accuracy and in developing creative writing.

Factors other than academic results were considered important by informants in exercising their preferences for the method which should be used. Pupils' enjoyment of the lessons and the satisfaction derived by teachers from the application of the method were such factors. Taking

1 John Macnamara : op. cit.

all factors into considerion almost 70% of informants would prefer to use audio-visual rather than A.B.C. methods.

On the whole it would appear that those who considered audio-visual methods preferable were influenced rather by considerations of enjoyment, interest, satisfaction and ease of use, while those favouring A.B.C. methods seemed to be influenced more by consideration of the results obtained and by the greater freedom allowed the teacher. Further, a considerable number were influenced by the availability of specially prepared courses and materials using audio-visual methods and would swing to A.B.C. methods if suitable prepared courses and materials using those methods, or modifications of them, were provided.

As to the courses under investigation, *CÚCHULAINN* and *AN SEANTEACH*, a large majority of informants considered them to be suitable both as to subject content (the topics covered) and as to language difficulty, but significant minorities disagreed with those verdicts. The backgrounds of the majority of the pupils of the particular school in question had undoubted influence here, for example the courses were considered too difficult mostly by teachers whose experience had been in schools in urban working-class areas, while they were considered too easy mostly by those with experience in schools in which pupils had Irish language backgrounds. Informants' assessments of the difficulty of the courses varied considerably with the regions in which their experience had been gained, the greatest variation being between the Dublin region and the Sligo, Leitrim, Roscommon region. This last region was the one in which least difficulty was experienced with the courses.

A high percentage of informants had received some training in the use of audio-visual methods, but the special training courses attended by many informants were far too short and a considerable number of informants did not consider themselves adequately trained in the use of the newer methods. This should be borne in mind in evaluating informants' claims as to their adherence to the instructions for the implementation of the audio-visual method as set out in the teachers' handbooks.

In fact, informants reported fairly close adherence to those instructions in general and also to the instructions in regard to each of the five steps of the method. There were some indications that there was thought to be unnecessary duplication of activities in Steps I, II and III as at present applied and that a modified approach might be used in presenting the new conversational material at the level of Standards V and VI in national schools.

Some degree of dissatisfaction with the types of aural stimulus provided in Step III was also expressed, questions of a more direct kind being preferred by many informants. There was a fairly widespread demand for more emphasis on grammar in one form or other in Step IV. Most difficulty seems to have arisen, however, in relation to the application of Step V: Free Creative Conversation. This appeared to be mainly due to the lack of time to develop this aspect, and to the fact that the topics suggested for conversation were often considered unsuitable. It should be noted, however, that teachers are free to provide their own topics for conversation at this stage of the method.

The majority of the informants considered filmstrips to be the most effective visual aid for use with the audio-visual method, but many who agreed with this did not in fact use filmstrips in day-to-day teaching. Lack of the filmstrips, or of projection equipment, or of a suitably darkened room, were given as reaons for this, but mechanical difficulties and time taken to set up equipment were other important factors. While filmstrips were rated much more highly than figurines, figurines had a much higher rate of usage.

Tapes of lessons, although available, were not very much used by informants. Lack of equipment was a major reason for this, but many informants did not see the need for tapes or considered them unsuitable in one way or another.

Recommendations and suggestions made by informants at the end of the questionnaire arose generally from points already mentioned. Expansion of the teachers' handbooks was suggested in order to provide further guidance, assistance, direction and material, including provision for pupils' written work. Better provision for the teaching of grammar was asked for. On the other hand many informants wanted greater freedom of approach for teachers. A demand for a better storage and retrieval system for figurines was fairly widespread.

GENERAL RECOMMENDATIONS

Since it has not been shown conclusively that audio-visual methods are considered superior in every way to the older A.B.C. methods insofar as their application to the teaching of Irish at the level of Standards V and VI in national schools is concerned, it cannot be taken that the newer methods have provided a final solution to the problem of the methods to be used in the teaching of Irish at that level. Experimentation with various methods and approaches should continue and experimental schemes should be undertaken. New courses should be devised using various methods, including modifications of A.B.C. methods, and those courses should be tried out and evaluated over an extended period. This would involve the development and standardisation of tests of a reasonably objective nature to enable comparative assessments to be made.

It is not suggested at this stage that similar experimental work on any large scale should be carried out with junior standards in national schools. Standards V and VI might be considered as transition classes, coming as they do at the end of a period of informal approach to the teaching of language in junior classes and at the beginning of a period of more formal approach as applied in most post-primary schools. A certain flexibility of approach should be encouraged, therefore, in teaching Irish to pupils in Standards V and VI. Indeed the approach to second language teaching at the level of Standard V and VI should be dictated to a considerable degree by the type of pupil, socially and academically speaking, dominant in the class and by the type of academic situation in which most of the pupils are likely to find themselves in the post-primary school. Hence, teachers should not be limited in their choice of approach, method or course, but individual teachers should be encouraged to use their own preferred methods and to adjust both method and course content to the achievements, abilities and potential of their pupils.

In view of the points mentioned above all teachers should have adequate training in the use, not only of audio-visual methods and A.B.C. methods, but of all accepted methods of language teaching which place emphasis on the oral approach. Colleges of education and other third level institutions involved in teacher training should lay special emphasis on this aspect in their training courses. More in-service training should be provided for serving teachers, beginning with those in charge of senior classes in national schools.

The provision of a choice of courses would mean that more than one handbook for teachers, with appropriate aids, would be available for each standard. Since the method chosen by any teacher would often relate to pupil background, different courses might be orientated towards different social or linguistic types of pupil. In addition, a wider choice of material and situation might be provided within each course so that teachers might make choices dictated by the particular needs of their pupils.

The type of visual aid to be provided would vary with the approach or method used in any particular course. Wall pictures, one for each lesson, might be adequate, for example, as accompaniments to courses based on modified A.B.C. methods. Audio-visual courses would still require a series of pictures for each lesson and, while filmstrips are considered the most effective aid, practical considerations demand that both filmstrips and figurines continue to be provided, at least for the present, since not all teachers have the facilities, nor the inclination, to make use of filmstrips only. When providing figurines completely independent sets should be provided for each lesson, each set in its own particular folder or container properly numbered or otherwise marked. Filmstrip projection equipment should be supplied on an individual basis to each teacher requiring it, not merely on a basis of one set per school.

Teachers do not seem to be prepared as yet to accept a central or standardised dialect insofar as the spoken language is concerned. It would appear, therefore, that lesson tapes in the three major dialects should be provided. These tapes should be spoken by mixed teams of speakers (men, women, children), carefully chosen and trained for the purpose. The tapes should be available on open reel and on cassette and future provision of equipment should be on the basis of a tape recorder and tapes for each teacher requiring them, not just one for each school.

APPENDIX I

X^2 Significance Tests

APPENDIX I

Chi Square significance tests for crosstabulated tables

Table number	Page	Probability
1	8	$p < .70$
2	9	$p < .001$
4	12	$p < .20$
5	13	$p < .10$
6	14	$p < .50$
7	15	$p < .001$
21	29	$p < .05$
22	30	$p < .001$
29	36	$p < .01$
32	38	$p < .30$
33	39	$p < .05$
35	41	$p < .01$
36	42	$p < .01$
39	45	$p < .001$
45	51	$p < .20$
49	55	$p < .05$
50	56	$p < .70$
51	57	$p < .01$
52	58	$p < .20$

APPENDIX II

Preliminary questionnaire sent to a random sample of teachers between the ages of 35 and 55 years. This preliminary questionnaire issued to 1,786 teachers in the months of January and February, 1975.

Institiúid Teangeolaíochta Éireann

31 Fitzwilliam Place,

Dublin 2.

January, 1975.

Please answer the following two questions by placing a tick in the appropriate space after each, fill in the information required at the bottom of the page and post in the enclosed envelope. No stamp is required.

Q. 1° Did you have responsibility for the teaching of Irish to Standards V or/and VI in a National School for at least two school years in the period 1964 to 1969?

Yes ☐

No ☐

Q. 2° Did you have responsibility for the teaching of Irish to Standards V or/and VI in a National School for at least two school years in the period 1970 to 1975?

Yes ☐

No ☐

PLEASE ANSWER BOTH QUESTIONS.

Signed: _____

School: _____

Address: _____

_____

County: _____

Roll Number: _____

Date: _____

Your address for possible further correspondence:-

_____

_____

THANK YOU!

APPENDIX III

Major questionnaire sent to respondents whom the preliminary questionnaire showed to have had the required experience. This major questionnaire issued to 553 teachers in the late Spring of 1975.

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

Teileafón: (01) 765489

31 Plás Mhic Liam,
BAILE ÁTHA CLIATH, 2.

Earrach, 1975.

CEISTIÚCHÁN: MODHANNA CLOSAMHAIRC versus MODHANNA A.B.C.

DON MHÚINTEOIR:

LE DO THOIL:-

1° NÁ TABHAIR AN CEISTIÚCHÁN SEO DO MHÚINTEOIR EILE LE LÍONADH. IS DUIT FÉIN AMHÁIN É.

2° NÁ TÉIGH I gCOMHAIRLE LE hAON DUINE FAOI NA CEISTEANNA NÁ NA FREAGRAÍ. DO THUAIRIM PHEARSANTA FÉIN ATÁ UAINN.

3° CUIR AN CEISTIÚCHÁN, LÍONTA GO CUÍ, SA CHLÚDACH SEOLTA ATÁ AG GABHÁIL LEIS. MÁ DHÉANANN TÚ É SIN NÍ GÁ STAMPA A CHUR AIR.

NÓTA: IS É A THUIGTEAR LE MODHANNA CLOSAMHAIRC NÁ NA MODHANNA A bhFUIL CUR SÍOS ORTHU I RÉAMHRÁ NA LEABHAR "CÚCHULAINN" AGUS "AN SEANTEACH". IS É A THUIGTEAR LE MODHANNA A.B.C. NÁ NA MODHANNA A BHÍ LEAGTHA SÍOS SA SEANLEABHAR "NOTES FOR TEACHERS — IRISH".

QUESTIONNAIRE: AUDIOVISUAL METHODS versus A.B.C. METHODS

TO: THE TEACHER:

PLEASE:-

1° DO NOT PASS ON THIS QUESTIONNAIRE TO ANOTHER TEACHER FOR COMPLETION. IT IS FOR YOU PERSONALLY ONLY.

2° DO NOT CONSULT WITH ANYONE AS TO THE QUESTIONS OR YOUR ANSWERS. ONLY YOUR OWN PERSONAL OPINIONS ARE REQUIRED.

3° POST THE COMPLETED QUESTIONNAIRE IN THE ADDRESSED ENVELOPE ATTACHED. IF YOU DO SO NO STAMP IS REQUIRED.

NOTE: MODHANNA CLOSAMHAIRC ARE THE TEACHING METHODS ADVOCATED IN THE INTRODUCTION TO THE BOOKS "CÚCHULAINN" AND "AN SEANTEACH". MODHANNA A.B.C. ARE THE METHODS LAID DOWN IN THE OLD "NOTES FOR TEACHERS — IRISH".

IOMPAIGH AN LEATHANACH AGUS LÍON AN CEISTIÚCHÁN ANOIS, LE DO THOIL:-

PLEASE TURN OVER THE PAGE AND FILL IN THE QUESTIONNAIRE NOW:-

PÁG BÁN

Cárta 1°

1 1

2-4

5

6

7

8

NÓTA: Is féidir formhór na gceisteanna a fhreagairt le tic (✓) a chur i gceann amháin de na spásanna idir na lúibíní ( ). I gcásanna eile tugtar treoir speisialta sa cheist.

A. SONRAÍ FAOIN MÚINTEOIR É/Í FÉIN.

1. Tabhair eolas faoin mbliain a rugadh tú le tic (✓) a chur idir péire amháin de na lúibíní:-

Idir 1-1-1920 agus 31-12-1924 . . . . . ( )
Idir 1-1-1925 agus 31-12-1929 . . . . . ( )
Idir 1-1-1930 agus 31-12-1934 . . . . . ( )
Idir 1-1-1935 agus 31-12-1939 . . . . . ( )

2. Tabhair eolas faoin teanga/faoi na teangacha a labhartaí sa teaghlach in ar tógadh tú féin mar leanbh:-

An Béarla ar fad . . . . . ( )
Béarla agus Gaeilge, ach níos mó den Bhéarla . . . . . ( )
Béarla agus Gaeilge, a leath is a leath . . . . . ( )
Gaeilge agus Béarla, ach níos mó den Ghaeilge . . . . . ( )
An Ghaeilge ar fad . . . . . ( )

3. Tabhair eolas faoin saghas meánscoile a bhfuair tú féin an chuid is mó de do mheánoideachas inti:-

Coláiste Ullmhúcháin . . . . . ( )
Meánscoil eile lán-Ghaelach (gach ábhar trí Ghaeilge) . . . . ( )
Meánscoil ina múintí cuid de na hábhair trí Ghaeilge . . . . ( )
Meánscoil ina múintí gach ábhar trí Bhéarla . . . . . ( )

4. Cad é an cháilíocht oifigiúil díobh seo thíos is airde atá bainte amach agat sa Ghaeilge:-

Gan aon cháilíocht oifigiúil . . . . . ( )
Ardteistiméireacht+ le Pas sa Ghaeilge . . . . . ( )
Ardteistiméireacht+ le hOnóracha sa Ghaeilge . . . . . ( )
An Scrúdú faoi Theastas Gaeilge . . . . . ( )
An Teastas Dá-theangach . . . . . ( )
An Scrúdú Cinnchúrsa Oiliúna . . . . . ( )
Céim Ollscoile (B.A.) le Pas sa Ghaeilge . . . . . ( )
Ardteastas+ na Roinne Oideachais . . . . . ( )
Céim Ollscoile (B.A.) le hOnóracha sa Ghaeilge . . . . . ( )
Iarchéim Ollscoile sa Ghaeilge (M.A. nó níos airde) . . . . . ( )

+ Ní ionann Ardteistiméireacht agus Ardteastas: is scrúdú ardleibhéil i nGaeilge le haghaidh múinteoirí amháin an tArdteastas.

PÁC BÁN

5. Cé mhéad bliain taithí atá agat ar mhúineadh na Gaeilge i scoileanna náisiúnta [freagair (a) agus (b) agus (c) agus (d) le líon na mblianta a chur isteach]:-

(a) ar fad gach Rang . . . . . ____ bliana 9-10
(b) ar fad do Ranganna V nó/agus VI . . . . . ____ bliana 11-12
(c) de réir Modhanna A.B.C. do Ranganna V nó/agus VI ____ bliana 13-14
(d) do réir Modhanna Closamhairc do Ranganna V nó/agus VI . . . . . ____ bliana 15-16

6. Ar athraigh tú ó scoil amháin go scoil eile idir 1-7-1965 agus an lá atá inniu ann?

D'athraigh mé . . . . . ( ) 17
Níor athraigh mé . . . . . ( )

7. Léirigh anseo cé acu is mó an bhfuair tú taithí ar Mhodhanna/Chúrsaí Nua Closamhairc le Rang(anna) V nó/agus VI sa scoil chéanna ina bhfuair tú taithí le deich mbliana anuas ar Mhodhanna A.B.C. leis na ranganna sin, nó an i scoil eile a bhí taithí agat ar Mhodhanna A.B.C.:-

Fuair mé an chuid is mó de mo thaithí ar úsáid Modhanna/Cúrsaí Nua Closamhairc le Ranganna V nó/agus VI:

(i) sa scoil chéanna ina raibh taithí agam le deich mbliana anuas ar chúrsaí A.B.C. le Ranganna V/VI . . ( )
(ii) i scoil eile atá ar chomhchaighdeán ó thaobh an oideachais i gcoitinne inti . . . . . ( ) 18
(iii) i scoil eile a bhfuil caighdeán níos fearr oideachais i gcoitinne inti . . . . . ( )
(iv) i scoil eile a bhfuil caighdeán níos measa oideachais i gcoitinne inti . . . . . ( )

8. Cad é an dearcadh atá agat féin maidir leis an nGaeilge a bheith le múineadh do dhaltaí i mbunscoileanna i gcoitinne:-

an-fhábharach	fábharach	neodrach	ina choinne	go láidir ina choinne	
( )	( )	( )	( )	( )	19

9. Tabhair eolas faoin líon laethanta a chaith tú féin ag freastal ar chúrsa(í) nó ar chomdháil(eacha) speisialta in úsáid Modhanna Nua Closamhairc i múineadh na Gaeilge:-

Níor fhreastail mé riamh ar chúrsa/chomdháil den saghas sin . . . . . ( )
D'fhreastail mé ar chúrsa/chomhdháil a mhair lá amháin (nó cuid de lá) . . . . . ( )
Thug mé ó 2 go 5 lá ar chúrsa(í) nó comhdháil(eacha) mar sin . . . . . ( ) 20
Thug mé ó 6 go 10 lá ar chúrsa(í) nó comhdháil(eacha) mar sin . . . . . ( )
Thug mé níos mó ná 10 lá ar chúrsa(í) nó comhdháil(eacha) mar sin . . . . . ( )

PÁG BÁN

10. Cad é do thuairim faoin oiliúint speisialta atá faighte agat féin ar Mhodhanna Nua Closcamhairc a úsáid:-

is leor é	tá sé réasúnta sásúil	ní leor é	
( )	( )	( )	21

B. AN SCOIL FÉIN AGUS AN GHAEILGE

11. Tabhair an t-eolas seo faoin scoil is mó a bhfuair tú taithí inti ar an nGaeilge a mhúineadh de réir Modhanna Nua Closcamhairc do Ranganna V nó/agus VI. (Gach cuid den cheist seo le líonadh isteach.):-

(a) Ainm na Scoile: _____

(b) Uimhir Rolla na Scoile: _____

(c) Seoladh na Scoile: _____

(d) Contae: _____ 22-2

(e) An líon daltaí ar rolla na scoile: _____

(f) An líon múinteoirí ar fhoireann na scoile: _____ 28-2

(g) An líon blianta taithí a bhí agat ar Ranganna V nó/agus VI sa scoil sin: _____ 30-3

12. An sórt cúlra sóisialta a mbaineann formhór daltaí na scoile sin leis:

Cúlra cathrach/baile mhóir - le daonra lucht oibre . . . ( )
Cúlra cathrach/baile mhóir - le daonra meánaicmeach . . . ( )
Cúlra cathrach/baile mhóir - le daonra measctha . . . . . ( ) 32
Cúlra tuaithe/sráidbhaile - le daonra measctha . . . . . ( )
Cúlra tuaithe - le daonra measctha . . . . . ( )

13. An sórt cúlra teangeolaíochta a mbaineann formhór daltaí na scoile sin leis:-

Cúlra Gallúchta atá scartha amach ar fad ón nGaeltacht . ( )
Cúlra Gallúchta nach bhfuil scartha amach ar fad ón nGaeltacht . . . . . ( )
Breac-Ghaeltacht . . . . . ( ) 33
Fíor-Ghaeltacht . . . . . ( )
Cúlra Gaeilge sa Ghalltacht* . . . . . ( )

14. Cad é an ghrúpáil a bhíonn i bhfeidhm sa scoil sin maidir le múineadh Comhrá Gaeilge do Ranganna V nó/agus VI:-

Rang V ina aonar agus Rang VI ina aonar . . . . . ( )
Ranganna V agus VI in aon ghrúpa amháin le chéile . . . . ( )
Rang V/VI i ngrúpa le rang(anna) níos ísle . . . . . ( ) 34
Rang V i ngrúpa le rang(anna) níos ísle agus Rang VI ina aonar . . . . . ( )
Rang V i ngrúpa le rang(anna) níos ísle agus Rang VI i ngrúpa le rang(anna) seachas Rang V . . . . . ( )

* c.g. teaghlaigh Ghaeilge nó scoil lán-Ghaelach.

15. An méid ama a thugtar sa scoil sin do mhúineadh foirmiúil na Gaeilge, ó bhéal agus a scríobh, do Ranganna V nó/agus VI in aghaidh na seachtaine. (Gach cuid den cheist seo le freagairt.):-

(a) An líon nóiméad a thugtar don Ghaeilge ar fad . . . . _____ nm. 35/37
(b) An líon nóiméad díobhsan a thugtar don chomhrá . . . _____ nm. 38/40
(c) An líon nóiméad díobh a thugtar don léitheoireacht . _____ nm. 41/43
(d) An líon nóiméad díobh a thugtar don scríbhneoireacht _____ nm. 44/46

16. Léirigh anseo an teanga trína múintear gach ábhar léinn i Ranganna V nó/agus VI sa scoil sin anois. Ní gá ach tic a chur sa spás cuí tar éis gach ábhair:-

	trí Ghaeilge ar fad	níos mó ná a leath trí Ghaeilge	a leath is a leath	níos lú ná a leath trí Ghaeilge	trí Bhéarla ar fad	
(a) Reiligiún:	( )	( )	( )	( )	( )	47
(b) Matamaitic: . . .	( )	( )	( )	( )	( )	48
(c) Ealaín/ Ceardaíocht: . . .	( )	( )	( )	( )	( )	49
(d) Daoneolas/Eolas Imshaoil:	( )	( )	( )	( )	( )	50
(e) Stair:	( )	( )	( )	( )	( )	51
(f) Saoránaíocht: . .	( )	( )	( )	( )	( )	52
(g) Tíreolaíocht: . .	( )	( )	( )	( )	( )	53
(h) Ceol:	( )	( )	( )	( )	( )	54
(i) Corpoideachas: . .	( )	( )	( )	( )	( )	55

17. Ag cur san áireamh a bhfuil d'eolas tugtha agat thuas, léirigh anseo an méid iomlán ama in aghaidh na seachtaine a thugtar do mhúineadh ábhar (seachas an Ghaeilge) trí Ghaeilge sna ranganna sin anois:-

Ní thugtar aon am . . . . . ( )
Tugtar am is lú ná 2 uair an chloig . . . . . ( )
Tugtar ó 2 go 4 huaire an chloig . . . . . ( )
Tugtar ó 4 go 6 huaire an chloig . . . . . ( )
Tugtar ó 6 go 8 n-uaire an chloig . . . . . ( ) 56
Tugtar ó 8 go 10 n-uaire an chloig . . . . . ( )
Tugtar ó 10 go 12 uair an chloig . . . . . ( )
Múintear gach ábhar (ach Béarla) trí Ghaeilge . . . . . ( )

18. Léirigh anseo athrú ar bith a tháinig ar an nós imeachta sa scoil sin maidir le húsáid na Gaeilge mar mheán teagaisc ábhar eile (seachas an Ghaeilge féin) le 10 mbliana anuas:-

tharla laghdú mór	tharla laghdú	níl aon athrú	tharla méadú	tharla méadú mór	
( )	( )	( )	( )	( )	57

PÁG BÁN

19. Má tharla athrú, cuir síos anseo an fáth/na fáthanna, dar leatsa, leis an athrú atá léirithe agat san fhreagra uait ar an gceist thuas:-

_____ 58
_____ 59
_____ 60
_____ 61
_____ 62
_____

20. Tabhair do mheastachán dá mhéad a úsáidtear an Ghaeilge sa scoil sin faoi láthair mar mheán cumarsáide idir múinteoirí agus daltaí lasmuigh de theagasc foirmiúil:-

i gcónaí	an-mhinic	50%/50%	go hannamh	ní úsáidtear é riamh	
( )	( )	( )	( )	( )	63

21. Léirigh anseo athrú ar bith a tháinig ar an nós imeachta sa scoil sin le 10 mbliana anuas maidir lena mhéad a úsáidtear an Ghaeilge mar mheán cumarsáide idir múinteoirí agus daltaí lasmuigh de theagasc foirmiúil:-

tharla laghdú mór	tharla laghdú	níor tharla aon athrú	tharla méadú	tharla méadú mór	
( )	( )	( )	( )	( )	64

22. Má tharla athrú, cuir síos anseo an fáth/na fáthanna, dar leatsa, leis an athrú atá léirithe agat san fhreagra uait ar an gceist thuas:-

_____ 65
_____ 66
_____ 67
_____ 68
_____ 69
_____

23. Maidir le Comhrá Gaeilge a mhúineadh do Ranganna V nó/agus VI abair cé chomh minic is a bhaintear feidhm as na cúrsaí Cúchulainn/An Seanteach sa scoil sin:-

beagnach gach lá	de ghnáth	uaireanta	go hannamh	ní úsáidtear iad riamh	
( )	( )	( )	( )	( )	70

FÁG BÁN

24. Muna mbaintear feidhm astu "de ghnáth" ar a laghad cuir síos an fáth/na fáthanna leis an scéal a bheith amhlaidh:- 71 72 73 74 75

_____

_____

_____

_____

_____

25. Muna mbaintear feidhm astu "de ghnáth" ar a laghad cuir síos ar an gcaoi a múintear comhrá Gaeilge sna Ranganna sin:- 76 77

_____

_____

_____

_____

_____

C. AN GHAEILGE I gCOITINNE

26. Ón taithí atá agat féin, cad é an tuairim atá agat i dtaobh an chumais ar an nGaeilge i gcoitinne a bhíonn ag daltaí ag fágaint Rang(anna) V nó/agus VI anois i gcomparáid leis an gcumas ar an nGaeilge a bhíodh ag daltaí den aois chéanna 10 mbliana ó shin:- Cárta 2° 2 1 2-4 5

i bhfad níos fearr anois	níos fearr anois	mar a chéile	níos measa anois	i bhfad níos measa anois
( )	( )	( )	( )	( )

27. Má tharla athrú, léirigh anseo thíos fáth(anna) leis an athrú sin. Is féidir leat tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach nglacann tú leis fág an spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat iad a scríobh isteach ar na línte folamha thíos agus tic (✓) a chur idir na liúiní atá ina ndiaidh:-

LÉIGH SÍOS TRÍ NA FÁTHANNA GO LÉIR CÚPLA UAIR SULA gCUIREANN TÚ TIC (✓) AR BITH SÍOS.

Deireadh a bheith le scrúdú an Teastais ar Mhunoideachas ( ) 6

Curaclam nua na bunscoile . . . . . ( ) 7

Athruithe maidir leis an méid feidhme a bhaintear as an nGaeilge mar mheán cumarsáide i gcoitinne sa scoil anois ( ) 8

(na fáthanna seo ar lean. anonn ⟶

FÁG BÁN

Athruithe a tharla maidir le Mórfhiosruithe a dhéantar ar obair mhúinteoirí nó maidir le foirm na Mórthuairisce a chuirtear ar fáil . . . . . ( ) 9

Páthanna seachtaracha lasmuigh den scoil . . . . . ( ) 10

Na cúrsaí nua Gaeilge sna scoileanna náisiúnta . . . . . ( ) 11

Athruithe maidir leis an méid teagaisc trí Ghaeilge a dhéantar i scoileanna . . . . . ( ) 12

Athruithe maidir leis an mbéim a chuirtear ar an nGaeilge i ranganna sóisearacha . . . . . ( ) 13

Na daltaí a bheith níos óige i Ranganna V nó/agus VI anois ( ) 14

Athruithe maidir leis an méid ama a thugtar do theagasc foirmiúil na Gaeilge . . . . . ( ) 15

_____ ( ) 16

_____ ( ) 17

_____ ( ) 18

_____ ( ) 19

_____ ( ) 20

D. COMPARÁID IDIR NA TORTHAÍ A BHAINTEAR AMACH SA GHAEILGE LE MODHANNA CLOSAMHAIRC AGUS NA TORTHAÍ A BHAINFÍ AMACH LE MODHANNA A.B.C. FAOI NA COINNÍOLLACHA CÉANNA.

(Tuigtear le Modhanna Closamhairc na modhanna atá molta le húsáid i dteagasc an Chomhrá Gaeilge leis na Nuachúrsaí Gaeilge atá sna scoileanna náisiúnta anois .i. "Cuchulainn" agus "An Seanteach" i ranganna V nó/agus VI. Is iad Modhanna A.B.C. na modhanna a bhí i bhfeidhm roimhe sin mar a bhí leagtha síos sna "Notes for Teachers - Irish".)

28. Ón taithí a fuair tusa ar an dá mhodh a úsáid le Ranganna V nó/agus VI léirigh anseo thíos do thuairimí i dtaobh na dtorthaí a bhaintear amach sna gnéithe seo thíos den Ghaeilge sna Ranganna sin leis na Modhanna Closamhairc i gcomparáid leis an torthaí a bhainfí amach leis na Modhanna A.B.C. sa scoil chéanna .i. an scoil atá luaite agatsa i gCeist thuas.

Leis an Modh Closamhairc bíonn na torthaí:	i bhfad níos fearr	níos fearr	mar a chéile	níos measa	i bhfad níos measa	
28. 1. sa Ghaeilge i gcoitinne	( )	( )	( )	( )	( )	21
28. 2. maidir le líofacht chainte laistigh d'fhoclóir na gcúrsaí .	( )	( )	( )	( )	( )	22
28. 3. maidir le nádúrthacht chainte a chothú . . .	( )	( )	( )	( )	( )	23
28. 4. maidir le caint chruthaitheach a chothú .	( )	( )	( )	( )	( )	24
28. 5. maidir le cruinneas cainte i bpríomhnithe na teanga	( )	( )	( )	( )	( )	25
28. 6. maidir le leithead stórais fhocal na ndaltaí	( )	( )	( )	( )	( )	26
28. 7. maidir le léitheoireacht thuisceanach na Gaeilge a chothú	( )	( )	( )	( )	( )	27

(an cheist seo ar lean. anonn ⟶)

PÁG BÁN

Leis an Modh Closamhairc bíonn na torthaí:	i bhfad níos fearr	níos fearr	mar a chéile	níos measa	i bhfad níos measa	
28. 8. maidir le scríbhneoireacht chruthaitheach na Gaeilge	( )	( )	( )	( )	( )	28
28. 9. maidir le cruinneas scríofa i bpríomhnithe na teanga	( )	( )	( )	( )	( )	29
28. 10. maidir le spéis sa Ghaeilge a chothú sna daltaí	( )	( )	( )	( )	( )	30
28. 11. maidir le múineadh na Gaeilge a dhéanamh taitneamhach	( )	( )	( )	( )	( )	31

Ón taithí atá agat féin ar an dá Mhodh a úsáid le Ranganna V nó/agus VI cé acu Modh a b'fhearr leat a úsáid anois le daltaí na scoile atá luaite agat i gCeist 11 thuas:-

B'fhearr liom Modh A.B.C. a úsáid . . . . . ( )
B'fhearr liom an Modh Closamhairc a úsáid . . . . . ( ) 32

FREAGAIR CEIST AMHÁIN DEN DÁ CHEIST A LEANANN É SEO. NÁ FREAGAIR AN DÁ CHEIST.

30. Más é Modh A.B.C. an freagra uait ar an gceist thuas, léirigh anseo thíos an fáth/na fáthanna leis an bhfreagra sin. Is féidir leat tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbaineann leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scríobh isteach ar na línte folamha thíos agus tic (✓) a chur idir na idibíní atá ina ndiaidh:-

LÉIGH SÍOS TRÍ NA FÁTHANNA GO LÉIR CÚPLA UAIR SULA gCUIREANN TÚ TIC (✓) AR BITH SÍOS.

Tugann Modh A.B.C. torthaí níos fearr i gcoitinne . . . ( )	33
Is féidir foclóir níos leithne a mhúineadh le Modh A.B.C. ( )	34
Déanann Modh A.B.C. freastal níos fearr ar na daltaí is éirimiúla . . . . . ( )	35
Tugann úsáid Modha A.B.C. níos mó sásaimh don mhúinteoir féin . . . . . ( )	36
Tá Modh A.B.C. níos fusa le húsáid sa rang . . . . . ( )	37
Bíonn níos mó saoirse ag an múinteoir le Modh A.B.C. . ( )	38
Cuireann Modh A.B.C. béim níos mó ar chruinneas Gaeilge ( )	39
Is féidir ceachtanna níos oiriúnaí do na daltaí a roghnú agus a ullmhú má úsáidtear Modh A.B.C. . . . . ( )	40
Is fearr na modhanna múinte atá i Modh A.B.C. . . . . ( )	41
Tá an Modh Closamhairc ró-éiginnte maidir lena múintear sna cúrsaí . . . . . ( )	42

Na fáthanna seo ar lean. anonn ⟶

FÁG BÁN

Ceadaíonn Modh A.B.C. don mhúinteoir a chúrsa féin a ullmhú . . . ( ) 43

_____ 44

_____ 45

_____ 46

_____ 47

_____ 48

NÓ

31. Más é an Modh Closamhairc an freagra uait ar an gceist thuas, léirigh anseo thíos an fáth/na fáthanna leis an bhfreagra sin. Is féidir tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbaineann leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scríobh ar na línte folamha thíos agus tic (✓) a chur idir na lúibíní ina ndiaidh:-

LÉIGH SÍOS TRÍ NA FÁTHANNA GO LÉIR CÚPLA UAIR SULA gCUIREANN TÚ TIC (✓) AR BITH SÍOS.

Tugann an Modh Closamhairc torthaí níos fearr i gcoitinne . . . ( ) 49

Cuireann na daltaí níos mó spéise sa Mhodh Closamhairc . . . . ( ) 50

Ní bhíonn ceachtanna le hullmhú ag an múinteoir leis an Modh Closamhairc . . . . . ( ) 51

Toisc go bhfuil deilbhíní ag dul leis an Modh Closamhairc . . . ( ) 52

Toisc go bhfuil an Modh Closamhairc pleanáilte go healaíonta . ( ) 53

Tá an Modh Closamhairc níos taitneamhaí do pháistí . . . . . ( ) 54

Déanann an Modh Closamhairc freastal níos fearr ar dhaltaí laga ( ) 55

Toisc go bhfuil stiallscannáin ag dul leis an Modh Closamhairc ( ) 56

Is fearr na modhanna múinte sa Mhodh Closamhairc . . . . . ( ) 57

Tugann dáiid an Mhodha Closamhairc níos mó sásaimh don mhúinteoir féin . . . . . ( ) 58

Toisc go bhfuil téipeanna cainte ag dul leis an Modh Closamhairc( ) 59

Tá ar Modh Closamhairc níos beoga níos suimiúla . . . . . ( ) 60

Tá an Modh Closamhairc níos fusa le húsáid sa Rang . . . . . ( ) 61

Cothaíonn an Modh Closamhairc caint níos nádúrtha sna daltaí . ( ) 62

Toisc go bhfuil ábhar áirithe cinnte le múineadh sa Mhodh Closamhairc . . . . . ( ) 63

_____ ( ) 64

_____ ( ) 65

_____ ( ) 66

_____ ( ) 67

_____ ( ) 68

FÁG BÁN

Cárta 3°

32. An dóigh leat go mba mhaith an rud é filleadh arís ar úsáid Modha A.B.C. anois mar a bhíodh sé le Rang(anna) V nó/agus VI?

3 1

2–4

Ba mhaith an rud é filleadh ar Mhodh A.B.C. . . . . ( )

Níor mhaith an rud é filleadh ar Mhodh A.B.C. . . . . ( )

5

33. Tabhair fáth(anna) leis an bhfreagra sin:-

_____ 6

_____ 7

_____ 8

_____ 9

_____ 10

34. Ar cheart filleadh ar Mhodh A.B.C. le Ranganna V nó/agus VI dá gcuirfí cúrsa réamhullmhaithe de réir an mhodha sin, maille le pictiúir agus téipeanna, ar fáil?

Ba cheart . . . . . ( )

Níor cheart . . . . . ( )

11

35. Tabhair fáth(anna) leis an bhfreagra sin:-

_____ 12

_____ 13

_____ 14

_____ 15

_____ 16

36. Má tá cás(anna) nó coinníoll(acha) ar bith ann ina samhlófá go mba cheart filleadh ar úsáid Modha A.B.C. le Rang(anna) V nó/agus VI, dar leatsa, luaigh anseo é/iad:-

_____ 17

_____ 18

_____ 19

_____ 20

_____ 21

PÁG BÁN

E. AN MODH CLOSAMHAIRC I gCOITINNE

37. An raibh gá ar chor ar bith le cúrsa réamhullmhaithe Gaeilge a chur isteach sna scoileanna le haghaidh Ranganna V nó/agus VI?

Bhí . . . . . ( ) 22
Ní raibh . . . . . ( )

38. Más "Bhí" an freagra cén saghas cúrsa ar cheart a chúr ar fáil, dar leatsa?

Cúrsa de réir Modhanna A.B.C. . . . . ( ) 23
Cúrsa de réir Modhanna Closamhairc . . . . . ( )

39. Maidir leis na cúrsaí Cúchulainn/An Seanteach, cúrsaí Closamhairc atá ar fáil le haghaidh Ranganna V nó/agus VI anois, cad é do thuairim de na hábhair chainte (.i. na teidil, mar adéarfá) sna ceachtanna i gcoitinne?

mí-oiriúnach	oiriúnach	an-oiriúnach	
( )	( )	( )	24

40. Má tá lochtanna agat ar ábhair na gceachtanna i gcoitinne léirigh anseo iad le tic (✓) a chur i ndiaidh aon lochta(nna) is mian leat a lua. Fág an spás bán i ndiaidh aon lochta(nna) nach mian leat a lua. (Tig leat locht(anna) breise a chur leis an liosta ar na línte folamha thíos, más áil leat é sin, agus tic (✓) a chur sna spásanna ina ndiaidh.):-

Tá an stór focal sna ceachtanna ró-chúng . . . . . ( ) 25
Tá an t-ábhar mí-oiriúnach do thimpeallacht tuaithe . . . . ( ) 26
Níl go leor ceachtanna do chailíní iontu . . . . . ( ) 27
Tá an t-ábhar ró-dheacair do na daltaí . . . . . ( ) 28
Tá an t-ábhar ró-mheánaicmeach . . . . . ( ) 29
Níl dóthain éagsúlacht in ábhar na gceachtanna . . . . . ( ) 30
Tá an t-ábhar leamh, trom gan a bheith inspéise . . . . . ( ) 31
Tá an t-ábhar ró-shimplí do na daltaí . . . . . ( ) 32
Níl go leor ceachtanna do bhuachaillí iontu . . . . . ( ) 33
Tá an t-ábhar ró-leanbaí do dhaltaí den aois atá i gceist . ( ) 34
Tá an t-ábhar mí-oiriúnach do dhaltaí cathrach/baile mhóir . ( ) 35

_____ ( ) 36
_____ ( ) 37
_____ ( ) 38
_____ ( ) 39
_____ ( ) 40

FÁG BÁN

41. Cuir síos anseo ainm(neacha) aon cheachta(nna) atá sna cúrsaí Cúchulainn/An Seanteach anois a mholfá a fhágáil astu /is féidir ceacht(anna) a léiriú mar seo: V.21, VI.16, V.36, VI.41 agus araile/*:-

_____

_____

_____

_____

_____

41-43
44-46
47-49
50-52
53-55
56-58
59-61
62-64
65-67
68-70

42. Cuir síos anseo aon ábhair bhreise chainte (.i. teidil cheachtanna) atá le moladh agat le cur isteach sna cúrsaí sin:-

_____

_____

_____

_____

_____

71
72
73
74
75

43. Cad é do thuairim faoi chaighdeán na Gaeilge sna cúrsaí Cúchulainn/An Seanteach mar ábhair theagaisc chomhrá do Ranganna V nó/agus VI sa scoil atá luaite agat i gCeist 11 :-

ró-dheacair ar fad	ró-dheacair	oiriúnach	ró-fhurasta	ró-fhurasta ar fad
( )	( )	( )	( )	( )

76

Cárta 4°

4 1

F. NA CÉIMEANNA TEAGAISC

44. Maidir leis na cúig Chéim atá i ngach ceacht, abair cé mar a chloíonn tú i gcoitinne leis na treoracha maidir leis na Céimeanna sin i dteagasc Ranganna V nó/agus VI duit?

2-4

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith
( )	( )	( )	( )

5

* Seasann V le haghaidh "Cúchulainn" agus VI le haghaidh "An Seanteach". Seasann an uimhir eile (21, 36 .....) d'uimhir an cheachta.

FAG BÁN

45. 1. Abair cé mar a chloíonn tú leis na treoracha agus tú ag teagasc Céime I (Cloisteáil agus Aithint) do Ranganna V nó/agus VI:-

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith	fágaim Céim I ar lár ar fad	
( )	( )	( )	( )	( )	6

45. 2. Muna gcloíonn tú leis na treoracha go dlúth ar a laghad i gCéim I tabhair fáth(anna) anseo:-

_____ 7
_____ 8
_____ 9
_____ 10

45. 3. Má chuireann tú an modh múinte i gCéim I in oiriúint do do mhodhanna féin cuir síos anseo ar an gcaoi a ndéanann tú é sin:-

_____ 11
_____ 12
_____ 13
_____ 14

45. 4. Cuir síos anseo aon mholtaí atá agat le feabhas a chur ar Chéim I:-

_____ 15
_____ 16
_____ 17
_____ 18

46. 1. Abair cé mar a chloíonn tú leis na treoracha agus tú ag teagasc Céime II (Aithris) do Ranganna V nó/agus VI:-

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith	fágaim Céim II ar lár ar fad	
( )	( )	( )	( )	( )	19

46. 2. Muna gcloíonn tú leis na treoracha go dlúth ar a laghad i gCéim II tabhair fáth(anna) anseo:-

_____ 20
_____ 21
_____ 22
_____ 23

PÁG BÁN

46. 3. Má chuireann tú an modh múinte i gCéim II in oiriúint do do mhodhanna féin cuir síos anseo ar an gcaoi a ndéanann tú é sin:-

_____ 24
_____ 25
_____ 26
_____ 27

46. 4. Cuir síos anseo aon mholtaí atá agat le feabhas a chur ar Chéim II:-

_____ 28
_____ 29
_____ 30
_____ 31

47. 1. Abair cé mar a chloíonn tú leis na treoracha agus tú ag teagasc Céime III (Athrá ó Spreagthaigh) do Ranganna V nó/agus VI:-

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith	fágaim Céim III ar lár ar fad	
( )	( )	( )	( )	( )	32

47. 2. Muna gcloíonn tú leis na treoracha go dlúth ar a laghad i gCéim III tabhair fáth(anna) anseo:-

_____ 33
_____ 34
_____ 35
_____ 36

47. 3. Má chuireann tú an modh múinte i gCéim III in oiriúint do do mhodhanna féin cuir síos anseo ar an gcaoi a ndéanann tú é sin:-

_____ 37
_____ 38
_____ 39
_____ 40

47. 4. Cuir síos anseo aon mholtaí atá agat le feabhas a chur ar Chéim III:-

_____ 41
_____ 42
_____ 43
_____ 44

48. 1. Abair cé mar a chloíonn tú leis na treoracha agus tú ag teagasc Céime IV (Cleachtadh Múnlaí/Foclóra) do Ranganna V nó/agus VI:-

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith	fágaim Céim IV ar lár ar fad	
( )	( )	( )	( )	( )	45

48. 2. Muna gcloíonn tú leis na treoracha go dlúth ar a laghad i gCéim IV tabhair fáth(anna) anseo:-

_____ 46
_____ 47
_____ 48
_____ 49

48. 3. Má chuireann tú an modh múinte i gCéim IV in oiriúint do do mhodhanna féin cuir síos anseo ar an gcaoi a ndéanann tú é sin:-

_____ 50
_____ 51
_____ 52
_____ 53

48. 4. Cuir síos anseo aon mholtaí atá agat le feabhas a chur ar Chéim IV:-

_____ 54
_____ 55
_____ 56
_____ 57

FÁG BÁN

49. 1. Abair cé mar a chloíonn tú leis na treoracha agus tú ag teagasc Céime V (Saorchomhrá Cruthaitheach) do Ranganna V nó/agus VI:-

go han-dlúth	go dlúth	go scaoilte	ní chloím leo ar chor ar bith	fágaim Céim V ar lár ar fad	
( )	( )	( )	( )	( )	58

49. 2. Muna gcloíonn tú leis na treoracha go dlúth ar a laghad i gCéim V tabhair fáth(anna) anseo:-

_____ 59
_____ 60
_____ 61
_____ 62

49. 3. Má chuireann tú an modh múinte i gCéim V in oiriúint do do mhodhanna féin cuir síos anseo ar an gcaoi a ndéanann tú é sin:-

_____ 63
_____ 64
_____ 65
_____ 66

49. 4. Cuir síos anseo aon mholtaí atá agat le feabhas a chur ar Chéim V:-

_____ 67
_____ 68
_____ 69
_____ 70

50. Nuair a bhíonn na nuachúrsaí Gaeilge á múineadh agatsa do Ranganna V nó/agus VI cé acu de na nósanna imeachta seo a chleachtann tú de ghnáth maidir le freastail ar na Céimeanna éagsúla? Cuir tic (√) os cóir cuí:-

Céim 1 a dhéanamh ar an gceacht iomlán, ansin Céim 2 a dhéanamh air, ansin Céim 3, ansin Céim 4, ansin Céim 5 . ( )

An ceacht a roinnt ina phíosaí agus Céim 1, Céim 2, Céim 3, Céim 4, Céim 5 a dhéanamh ar gach píosa sula dtosaítear ar phíosa nua . . . . . ( )

An ceacht a roinnt ina phíosaí, Céimeanna 1, 2, 3, a dhéanamh ar gach píosa, ansin ar an iomlán, agus ar deireadh Céimeanna 4, 5 a dhéanamh ar an gceacht iomlán . ( )

(an cheist seo ar lean. anonn ⟶

FÁG BÁN

An chéad leath den tseachtain nó mar sin a chaitheamh ar Chéimeanna 1, 2, 3, agus an chuid eile den tseachtain a chaitheamh ar Chéimeanna 4, 5 . . . . . ( ) 71

Cárta 5° 5 1

F. NA TÉIPEANNA

51. Léirigh anseo cé chomh minic is a bhaineann tú feidhm as na téipeanna cainte i dteagasc an chúrsa do Ranganna V nó/agus VI duit:- 2–

beagnach gach lá	de ghnáth	uaireanta	go hannamh	ní bhainim riamh
( )	( )	( )	( )	( )

5

52. Muna n-úsáideann tú na téipeanna "de ghnáth" ar a laghad léirigh an fáth/na fáthanna anseo le tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbaineann leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scríobh ar na línte folamha thíos agus tic (✓) a chur idir na lúibíní ina ndiaidh:-

(MUNA BHFUIL TÉIPTHAIFEADÁN SA SCOIL NÍ GÁ ACH AN FÁTH SIN AMHÁIN A MHARCÁIL.)

Níl aon téipthaifeadán sa scoil	( )	6
Níl canúint na dtéipeanna oiriúnach	( )	7
Ní mheasaim go bhfuil gá le téipeanna i múineadh na Gaeilge	( )	8
Tá téipthaifeadán ar fáil ach níl na téipeanna agam	( )	9
Lochtanna meicniúla ar na téipeanna (doiléir, bearnaí, liste agus araile)	( )	10
Níl na guthanna ar na téipeanna oiriúnach	( )	11
Tá an chaint ar na téipeanna ró-thapa	( )	12
Na bearnaí ar na leaganacha scartha, tá siad ró-ghairid . .	( )	13
Tá téipthaifeadá(i)n sa scoil, ach níl go leor acu againn .	( )	14
_____	( )	15
_____	( )	16
_____	( )	17
_____	( )	18
_____	( )	19

53. Léirigh anseo do thuairim de na téipeanna i gcoitinne má bhain tú feidhm astu riamh:-

gan a bheith sásúil	sásúil	éifeachtúil	an-éifeachtúil
( )	( )	( )	( )

20

PÁC BÁN

54. Má bhaineann aon deacracht(aí) ar leith le húsáid na dtéipeanna léirigh anseo é/iad:-

_____ 21
_____ 22
_____ 23
_____ 24
_____ 25

55. Cé acu a b'fhearr ar na téipeanna, dar leatsa:-

guthanna fear ar fad	guthanna ban ar fad	guthanna páistí ar fad	guthanna fear agus ban measctha	guthanna fásta agus páistí measctha	
( )	( )	( )	( )	( )	26

H. NA DEILBHÍNÍ

56. Léirigh anseo thíos cé chomh minic is a bhaineann tú feidhm as na deilbhíní:-

beagnach gach lá	de ghnáth	uaireanta	go hannamh	ní bhainim riamh	
( )	( )	( )	( )	( )	27

57. Muna n-úsáideann tú na deilbhíní "de ghnáth" ar a laghad léirigh an fáth/na fáthanna anseo le tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbainearm leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scríobh ar na línte folamha thíos agus tic (✓) a chur idir na lúibíní ina ndiaidh:-

Níl aon ghá le pictiúir d'aon saghas . . . . . ( ) 28
Bainim feidhm as na stiallscannáin de ghnáth . . . . . ( ) 29
Tá na deilbhíní ró-thrioblóideach . . . . . ( ) 30
Éiríonn na daltaí tuirseach de na deilbhíní . . . . . ( ) 31
Tá cuid mhór de na deilbhíní caillte nó briste, stróicthe ( ) 32
Tá na deilbhíní ró-leanbaí do dhaltaí ranganna V-VI . . . ( ) 33
Is fearr i bhfad stiallscannáin ná deilbhíní . . . . . ( ) 34
Níl dóthain figiúr éagsúil sna deilbhíní . . . . . ( ) 35
Tá sé ró-dheacair eagar a choinneáil orthu . . . . . ( ) 36

_____ ( ) 37
_____ ( ) 38
_____ ( ) 39
_____ ( ) 40
_____ ( ) 41

PÁG BÁN

58. Léirigh anseo do thuairim de na deilbhíní mar áis teagaisc:-

gan a bheith sásúil	sásúil	éifeachtúil	an-éifeachtúil	
( )	( )	( )	( )	42

59. Má bhaineann aon deacracht(aí) ar leith le húsáid na ndeilbhíní léirigh anseo é/iad:-

_____	43
_____	44
_____	45
_____	46
_____	47

I. Na STIALLSCANNÁIN

60. Léirigh anseo thíos cé chomh minic is a bhaineann tú feidhm as na stiallscannáin i dteagasc Ranganna V nó/agus VI duit:-

beagnach gach lá	de ghnáth	uaireanta	go hannamh	ní bhainim riamh	
( )	( )	( )	( )	( )	48

61. Muna mbaineann tú feidhm as na stiallscannáin "de ghnáth" ar a laghad léirigh an fáth/na fáthanna anseo le tic (√) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbaineann leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scríobh ar na línte folamha thíos agus tic (√) a chur idir na lúibíní ina ndiaidh:-

Cailltear an iomarca ama ag ullmhú an fhearais léirithe	( )	49
Deacrachtaí meicniúla faoin bhfearas léirithe a láimhseáil	( )	50
Níl aon leictreachas sa scoil	( )	51
Níl aon fhearas léirithe ar fáil sa scoil agam	( )	52
Níl seomra iondorchaithe ar fáil agam	( )	53
Is fearr i bhfad deilbhíní ná stiallscannáin	( )	54
Níl gá le pictiúir d'aon saghas	( )	55
Níl go leor gléasanna léirithe sa scoil	( )	56
_____	( )	57
_____	( )	58
_____	( )	59
_____	( )	60
_____	( )	61

PÁG BÁN

62. Léirigh anseo do thuairim de na stiallscannáin mar áis teagaisc:-

gan a bheith sásúil	sásúil	éifeachtúil	an-éifeachtúil	
( )	( )	( )	( )	62

63. Má bhaineann aon deacracht(aí) ar leith le húsáid na stiallscannán léirigh anseo thíos é/iad:-

_____ 63
_____ 64
_____ 65
_____ 66
_____ 67

J. DEILBHÍNÍ AGUS STIALLSCANNÁIN

Cárta 6°

64. An mbaineann tú feidhm as an dá áis, deilbhíní agus stiallscannáin, sa teagasc uaireanta le Ranganna V nó/agus VI?

6 1

Bainim . . . . . ( ) 2-4
Ní bhainim . . . . . ( ) 5

65. Más "Bainim" an freagra uait thuas, léirigh anseo thíos an fáth/na fáthanna leis sin le tic (✓) a chur i ndiaidh cibé fáth nó fáthanna is mian leat a lua. Fáth ar bith nach mbaineann leat fág spás bán ina dhiaidh. Má tá fáth(anna) agatsa nach bhfuil luaite anseo tig leat é/iad a scriobh ar na línte folamha thíos agus tic (✓) a chur idir na lúibíní ina ndiaidh:-

Is fearr na deilbhíní sa teagasc agus na stiallscannáin chun dul siar agus chun caint níos leithne a chleachtadh . ( ) 6
Is fearr na stiallscannáin sa teagasc agus na deilbhíní chun dul siar agus chun caint níos leithne a chleachtadh ( ) 7
Is fearr an dá shaghas a mbaineadh sa ghnáth-theagasc . . ( ) 8
Is fearr na deilbhíní a úsáid uaireanta chun éagsúlú sa chomhrá a chothú . . . . . ( ) 9
Is fearr na stiallscannáin a úsáid uaireanta chun stór níos leithne focal a mhúineadh . . . . . ( ) 10
Is fearr feidhm a bhaint as an dá áis ar mhaithe le suim na ndaltaí a spreagadh agus a choimeád . . . . . ( ) 11

_____ ( ) 12
_____ ( ) 13
_____ ( ) 14
_____ ( ) 15
_____ ( ) 16

PÁG RÁN

66. Cé acu is éifeachtúla mar phríomháis teagaisc ag leibhéil Ranganna V nó/agus VI, dar leat:-

stiallscannáin	deilbhíní	gnáthphictiúir bhalla	gan pictiúir ar bith a úsáid	
( )	( )	( )	( )	17

67. Tabhair fáth(anna) le do fhreagra:-

_____ 18
_____ 19
_____ 20
_____ 21
_____ 22

68. Muna mbeadh ach áis amháin díobh seo thíos le cur ar fáil le leagan leasaithe de na cúrsaí seo ag leibhéal Ranganna V nó/agus VI léirigh anseo cé acu áis díobh ab fhearr leatsa a bheith ar fáil:-

"Pictiúir bhalla" - pictiúr amháin in aghaidh gach ceachta ( )
Deilbhíní mar atá ann faoi láthair . . . . . ( ) 23
Stiallscannáin mar atá ann faoi láthair . . . . . ( )

K. LEASUITHE LE MOLADH

Is dócha go mbeidh leaganacha leasaithe de Chúchulainn agus d'An Seanteach á n-ullmhú ar ball. Má tá aon leasuithe ar na modhanna múinte iontu, nó ar na cúrsaí féin, nó ar aon ghné díobh le moladh agat bheifí buíoch díot ach iad a bhreacadh síos san áit chuí anseo thíos:-

69. Molaim na hathruithe seo ar an modh múinte i gcoitinne:-

_____ 24
_____ 25
_____ 26
_____ 27
_____ 28

70. Molaim na leasuithe seo maidir leis na deilbhíní:-

_____ 29
_____ 30
_____ 31
_____ 32

PÁG BÁN

71. Molaim na leasuithe seo maidir leis <u>na stiallscannáin:</u>

_____ 33
_____ 34
_____ 35
_____ 36

72. Molaim na leasuithe seo maidir le <u>leagan amach</u> lámhleabhar an oide:-

_____ 37
_____ 38
_____ 39
_____ 40

73. Molaim na leasuithe seo maidir leis <u>na téipeanna cainte</u>:-

_____ 41
_____ 42
_____ 43
_____ 44

74. Arbh fhiú, dar leatsa, amhráin oiriúnacha le haghaidh Ranga(nna) V nó/agus VI a chur ar fáil ar théip le haghaidh na gceachtanna mar atá déanta anois le cúrsaí comhrá Nn. - II?

B'fhiú . . . . . ( )
Níorbh fhiú . . . . . ( ) 45

Síniú an Mhúinteora: _____

Post sa scoil: _____ 46

Dáta: _____